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ABSTRACT

An evaluation of the Michigan Occupational Information System (MOIS) was conducted. (The MOIS is a system designed to provide reliable and current career information organized in a readily accessible system for individuals involved in career exploration and decision making.) Three types of survey instruments (site, staff, and client surveys) were designed by a private evaluation agency and the MOIS Evaluation Advisory Committee to obtain information on reasons for using MOIS, the perceived and actual career information needs of clients, and staff and client overall rating of MOIS. Surveys were administered to staff and clients at 364 sites including libraries: elementary, secondary, and postsecondary schools: and vocational rehabilitation offices. Both staff and client survey respondents indicated that MOIS fulfills its intended purpose and is meeting the career information needs of its clients. Respondents indicated a need for the following: updating MOIS information early in the school year, increased promotion of MOIS services, MOIS application training workshops, assessment of the reading level of MOIS material, devising a method by which agencies are made aware of information within MOIS that is relevant specifically to them, and evaluation of MOIS sites. (An executive summary precedes the evaluation report: and an overview of the evaluation workplan and survey instruments are appended.) (MN)

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Michigan Occupational Information System
Final Evaluation Report

EXECUTIVE SUMMARY

March 1980

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EXECUTIVE SUMMARY

I. Overview of the MOIS Evaluation

Introduction to the Michigan Occupational Information System (MOIS)

The Michigan Occupational Information System is designed to provide reliable, current, and relevant career information organized in a readily accessible system to individuals in the process of career exploration and decision making. Specifically, the five program objectives of MOIS are:

1) To help students and others learn about and understand the range of career opportunities presently available and likely to be available in the future.

2) To help entrants into the labor force become aware of occupations which they find acceptable and personally satisfying.

3) To encourage persons in the process of career exploration and decision making to seek out vocational information on their own.

4) To increase awareness of major sources of occupational information for acquiring knowledge of occupations and training.

5) To provide support for related programs, including career education and employment counseling, educational/employment and training planning.

Currently MOIS is available at over 2,000 user sites throughout the state of Michigan.

Purpose of the Evaluation

In the spring of 1979, the Michigan Occupational Information Coordinating Committee (MOICC) contracted with Instructional Development and Evaluation Associates, Incorporated to conduct a state-wide evaluation of MOIS. The purpose of the evaluation was twofold. First, the evaluation was to provide information as to the extent MOIS is fulfilling its intended mission of providing career information to Michigan client

populations that are in the process of career exploration and decision making. Second, the evaluation was to identify, specifically, where and what improvements need to be made to increase the ability of MOIS to fulfill its mission. More specifically, the evaluation had five objectives:

1) To identify the career information needs of the various populations served by Michigan agencies.

2) To identify the extent to which the MOIS program strategies meet the career information needs of the client population.

3) To identify characteristics of the different Michigan agency/MOIS delivery situations.

4) To identify and analyze characteristics of those MOIS delivery situations that best meet the career information needs of the client populations and those where they are not well met.

5) To make recommendations for improving MOIS.

Survey Instruments Used in the Evaluation

A series of survey instruments was designed to obtain the information necessary to meet the five objectives of the evaluation. The surveys were developed through a joint effort of Instructional Development and Evaluation Associates, Inc. and a MOIS Evaluation Advisory Committee established to assist in the evaluation.

Three instrument types were developed: a site survey, a staff survey, and a client survey. The site survey was designed to obtain information relative to the demographic characteristics of the sites using MOIS. The staff survey was designed to obtain information from staff in four areas: the way in which MOIS is used; the use of the Structured Search; the perceived career information needs of clients; and the staff member's overall rating of MOIS. The client survey was designed to obtain information from clients in four areas: reasons for using MOIS; use of the Structured Search; career information needs; and the client's overall rating of MOIS.

Sampling Procedure

A two-stage stratified random sample clustered procedure, with a 20% oversampling process, was used to obtain a sample representative of the agency types currently using MOIS throughout the state of Michigan. The agency types included in the sample were:

CETA, libraries, MESC offices, post-secondary schools, K-12 schools and vocational rehabilitation offices. Each cluster was comprised of the staff and clients at a given MOIS user site. A total of 364 clusters was included in the sample. This number was based upon a sample size formula used to calculate the sample size necessary for a 95% confidence level across all MOIS user sites.

Response to the Survey

Several techniques were used to obtain an acceptable response rate. First, at the beginning of the survey distribution process a commitment to complete the survey was obtained from every site included in the sample. Secondly, a follow-up letter was sent to each site in the sample by Instructional Development and Evaluation Associates, Inc. and agency administrators to each site in the sample asking the sites to complete and return the surveys if they had not already done so. It was necessary to mail this letter to all sites since the surveys were completed anonymously. These procedures resulted in a response rate of 71%.

Analysis Procedures Used

The data collected from the surveys relative to each objective were analyzed using the following procedures.

OBJECTIVE	METHOD OF ANALYSIS
1. To identify the career information needs of the various populations served by Michigan agencies.	Means were calculated for the responses to each of the possible career information needs for each agency type.
2. To identify the extent to which the MOIS program strategies meet the career information needs of the client population.	Means were calculated for the responses of each agency type to the survey items concerning this objective. A discrepancy analysis was undertaken comparing importance of the needs with level of coverage.
3. To identify characteristics of the different, Michigan agency/MOIS delivery situations.	Frequencies and percentages for each of the item responses concerning this objective were calculated for each agency type.
4. To identify and analyze characteristics of those MOIS delivery situations that best meet the career information needs of the client populations and those where they are not well met.	A descriptive discriminate analysis within each agency type was conducted. Using classical psychometric theory, the analysis was conducted using respondents in the upper and lower 25% groups using the "success" of the sites as the breakdown variable. "Success" was measured using two items on

the site surveys. The first item asked was "How successful do you feel your office has been in implementing MOIS?" The second item was "Overall, how successful do you feel MOIS has been in meeting the career information needs of your clients?" Staff responded using a scale where 1 = very successful and 5 = not at all successful. Variables shared by sites classified in the upper 25% success group were compared to variables shared by sites classified in the lower 25% success group to determine variables which might influence the success or failure of an MOIS site.

II. Findings

The findings presented in this section provide not only the basis for the conclusions and recommendations reached by the evaluators but also a description of the MOIS sites and staff at the time of this study. The findings have been divided by the areas of investigation in this study.

Area of Investigation	Findings
A. Overall Assessment of MOIS	Based upon both staff and client responses to the survey, it is apparent that MOIS fulfills its intended purpose and is meeting the career information needs of clients. This statement is based upon the following findings presented within this report: 1) In general, staff indicated MOIS met the career information needs of their clients. 2) Clients indicated MOIS met their career information needs. 3) Staff members using MOIS indicated they were comfortable in their use of MOIS. 4) Staff indicated that clients did not have any difficulty either in using the Structured Search or in understanding the concepts used within the Structured Search.

Area of Investigation	Findings
	5) In terms of accuracy, completeness, and organization, staff members using MOIS gave MOIS ratings in the good to very good range. 6) Clients (76.3%) gave MOIS ratings in the good to very good range.
B. MOIS Delivery System Used	The most commonly used delivery system was a microfiche reader without a printer (83%). In descending order of usage, the next most commonly used delivery systems are microfiche readers with a printer, computer terminals with a printer and computer terminals without a printer. Use of computer terminals was generally limited to schools (27% of schools used computers versus less than 10% of the non K-12 agencies sampled).
C. Edition of MOIS Used	It was consistently reported that the majority of sites within each agency type were using the 1978-79 version of MOIS at the time of the survey. Only 11% of the sites indicated they were using the most current edition of MOIS (1979-80). The small percentage of sites using the 1979-80 edition of MOIS is a reflection of the fact that distribution of the 1979-80 MOIS version was just beginning at the time of this survey.
D. Client Access to MOIS	A large percentage of sites indicated that clients were free to use MOIS at any time without prior arrangements. However, 71% of the vocational rehabilitation sites, 38% of the MESC offices, and 22% of the K-12 schools indicated that the client must make arrangements prior to the use of MOIS.
E. Additional Career Information Resources Available	The findings show that most commonly available resources across all agency types were: Dictionary of Occupational Titles, Michigan Post-Secondary Admission and Financial Assistance Handbook, the Occupational Outlook Handbook, and Career Resource File. Resources least often available were: Educational Career Exploration System, the Guidance Information System and Occupations in Demand.

Area of Investigation	Findings
F. Additional Career Information Resources Used	Across all agencies, usage of additional career information resources was relatively low. The two resources most commonly used when additional career information resources were used were the Occupational Outlook Handbook and the Career Resource File. Those resources used the least were: Direction: Michigan Career Opportunity Guide, Educational Exploration System, Guidance Information System and Occupations in Demand.
G. Support Services Used in Conjunction with MOIS	The MOIS Evaluation Advisory Committee determined that this area of investigation was of interest to only three agency types: K-12 schools, MESC offices and post-secondary institutions. K-12 schools most commonly used career counseling (77%). The most commonly used support service in MESC offices was Job Search (96%). The post-secondary institutions most commonly used guidance and counseling and career planning resources (82% each).
H. MOIS Promotion	Results indicate there is currently little promotional activity on the part of user agencies. Those agencies employing promotional activities most commonly utilized bulletin boards.
I. Use of Computers	As presented earlier, only 27% of schools used computers and less than 10% of the non K-12 agency sites in the sample used computers. From these sites, respondents indicated that: 1) the frequency of computer repair was not a problem in the operation of MOIS. 2) the most frequent operational problems with the computer, when encountered, were difficulty in hooking up to the computer and obtaining a printout.
J. Use of MOIS Support Materials	K-12 schools tended to use support materials more than other agencies. Across all agencies, with the exception of MESC offices, the most commonly used support material was the Microfiche Index. MESC offices used the User Handbook most often.

Area of Investigation	Findings
K. Training	According to the responses to the relevant survey items, the majority of respondents indicated they had received between one half day and one full day of training in the use of MOIS. There was, however, a great deal of variance among the responses from the agencies. The variance in the amount of training received did not affect staff confidence in the use of MOIS as across agencies respondents reported confidence in using MOIS (see finding L).
L. Staff Confidence in the Use of MOIS	Respondents were asked to rate their level of confidence with the following nine types of MOIS materials: 1) User Handbook 2) Microfiche Index 3) Inventory Worksheet 4) Inventory Scan Sheet 5) MOISCRIPTS 6) Post-Secondary Program File 7) Post-Secondary School File 8) Apprenticeship File 9) Military File For all nine materials, the average response across agencies fell on the confident side of the scale.
M. Areas of Special Assistance Required by Clients	Two-thirds of the library staff, one-half of the MESC staff, one-quarter of the K-12 staff, and one-third of the vocational rehabilitation staff indicated their clients needed special assistance in the use of MOIS due to reading level problems. Physical disabilities did not seem to be a problem for MOIS clients. For the vocational rehabilitation sites, however, it was indicated that 25% of the clients needed special assistance due to mental disabilities.
N. MOIS Structured Search	1. It does not appear, based upon the analysis, that there is any pattern either within or across agencies regarding the use of the Structured Search. However, it is interesting that relatively large percentages are found on two extreme ends. That is, for K-12 schools 41% of the staff responded that 82% of their clients used the Structured Search and 23% indicated that 20% or less of the clients used the Structured Search. The same kind of extreme effect held true for the MESC offices. Thirty-two percent of MESC staff indicated that

Area of Investigation	Findings
	between 80% and 100% of their clients used the Structured Search while 41% said that less than 21% of their clients used the Structured Search. 2. Staff indicated that clients did not have a problem understanding the seven concepts used in the Structured Search (interest, temperaments, areas of work, physical strength, physical capabilities, working conditions, and education). 3. The average amount of time needed to use the Structured Search was less than one hour.
O. Career Information Needs of Clients as Perceived by Staff	1. Information needs rated as extremely important across agencies were major duties involved in the job and job earnings on the national level. 2. Information needs rated as not very important across agencies were job earnings on the local level, and job earnings on the state level. 3. Information needs rated as important in career decision making across all agencies were: a) Physical working conditions b) Special requirements such as citizenship. language, etc. c) Physical strength required d) Safety hazards for the job e) Promotion/advancement possibilities f) Outlook for job availability nationally g) Percent of male and female employees h) Average age of employees i) Education and training required for the job j) How to enter an occupation
P. Future Career Information Revisions	1. Across agency types, with the exception of vocational rehabilitation, respondents indicated that MOIS adequately met their career information needs. Vocational rehabilitation staff indicated MOIS did not adequately meet the following career information needs: a) percent of minority employees b) average age of employees

Area of investigation

Findings

c) subsidized training available
d) opportunities available to observe or job shadow
e) opportunities available for work study or co-op employment

2. Agencies identified several career information needs which could be improved in the future although current MOIS information was adequate. These are:
   a) K-12 Schools
      - personal interests a worker should have
      - fringe benefits available
      - promotion/advancement possibilities
      - percent of male and female employees
      - percent of minority employees
      - average age of employees
      - on-the-job training available.

   b) Post Secondary Schools
      - physical working conditions
      - working hours and schedules
      - personal interests a worker should have
      - temperaments a worker should have
      - promotion/advancement possibilities
      - percent of minority employees
      - average age of employees
      - subsidized training available
      - opportunities available for work study or co-op employment.

   c) Libraries
      - personal interests a worker should have
      - fringe benefits available
      - promotion/advancement possibilities
      - average length of time it takes to get a promotion
      - average age of employees
      - subsidized training available
      - opportunities to observe or job shadow
      - opportunities available to locate summer work and/or part time work.

Area of Investigation	Findings
	d) MESC - special requirements such as citizenship, language, etc. - personal interests a worker should have - temperaments a worker should have - promotion/advancement possibilities - average length of time it takes to get a promotion - outlook for job availability - percent of male and female employees - percent of minority employees - average age of employees
Q. Information Needs of Clients in the Areas of Post-Secondary Programs, Post-Secondary Schools, Apprenticeship Programs, and Military Programs as Perceived by Staff	The respondents indicated that all information needs within these areas are being at least adequately met.
R. Descriptive Discriminate Analysis	1. There was not a general pattern in the findings across agencies concerning variables contributing to a successful MOIS site. 2. Four agencies did exhibit differences between the successful and less successful sites. The agencies and findings are: a) Vocational Rehabilitation - Access: Clients at successful sites have free access at all times to MOIS or, at a minimum, free access once the client has been trained in the use of MOIS. Clients at less successful sites always needed to make an appointment to use MOIS. - Career Resource Room: Successful MOIS sites made frequent use of a career resource room; less successful sites did not.

Area of Investigation	Findings
	b) Library Successful sites have available to clients Michigan Occupational Outlook, less successful sites did not.
	c) Post-Secondary Successful sites have available to clients Placement Data: Colleges/Universities. Less successful sites did not.
	d) MESC It should be noted that results for MESC sites showed tendencies and not clear differences. - Clients at the less successful sites tended to learn how to use MOIS more often on a one-to-one basis than did clients at the successful sites. - Clients at the less successful sites tended to use MOIS more often on an individual voluntary basis than did clients at the successful sites.

III. Conclusions and Recommendations

The data presented in this report have been utilized by the evaluators to form recommendations in seven areas. Since MOIS was shown to be meeting client needs (see first conclusion), the recommendations presented within this report should be viewed as recommendations to "fine tune" MOIS rather than alter its existing structure. The purpose of the evaluation was to provide MOIS decision makers with recommendations and findings, across agency types, generalizable to MOIS user sites statewide. Therefore, the recommendations and conclusions presented in this section of the report do not address individual agency types but rather all agency types. If this information is desired, conclusions on a by agency base may be reached by examining the data in the findings section of the technical report.

A. Overall Assessment of MOIS

Based upon both staff and client responses to the survey, it is apparent that MOIS fulfills its intended purpose and is meeting the career information needs of clients. This statement is based upon the following findings presented within this report:

1) In general, staff indicated MOIS met the career information needs of their clients.

2) Clients indicated MOIS met their career information needs.

3) Staff members using MOIS indicated they were comfortable in their use of MOIS.

4) Staff indicated that clients did not have any difficulty either in using the Structured Search or in understanding the concepts used within the Structured Search.

5) In terms of accuracy, compieteness, and organization, staff members using MOIS gave MOIS ratings in the good to very good range.

6) Clients (76.3%) gave MOIS ratings in the good to very good range.

B. Updating of MOIS Information

The majority of respondents (80.93%) were using the 1978-79 edition of MOIS. In addition, a large number of individuals provided written comments relating to the need for more current information within MOIS. The timing of the survey (late October/early November) was such, however, that the new edition of MOIS had not yet been received by the majority of sites. These findings lead the evaluators to the following recommendation.

*Dissemination of the annually updated MOIS version should occur at a time beneficial to the MOIS user sites. K-12 schools, for example, might indicate early September to be the optimal time to receive the updated MOIS version. User agencies should be contacted to determine the optimal time for dissemination of the new edition of MOIS to their agency.

C. Promotion of MOIS

Data from the surveys indicate that the use of promotional activities was not common practice across agencies. K-12 schools and post-secondary Schools used promotional activities most often. Thirty-one percent of the library sites, 68% of the MESC sites, and 71% of the vocational rehabilitation sites, however, indicated that they did not publicize MOIS. Since promotional activities impact upon the awareness of potential MOIS users, the evaluators recommend that:

*Since MOIS was given a positive overall assessment by both the staff and clients using it (see first conclusion), the system will most likely continue to have a positive impact on its users and, therefore, should be promoted so that as many of the potential MOIS users as possible are aware of MOIS, its capabilities, and how to access the system.

D. Staff Training

Responses from MOIS user staff indicate that the amount of training received varied widely (23.7% of the staff received 2 or more days of training; 20.1% of the staff received 1 day of training; 40.0% of the staff received one half day of training or less but did receive at least some training; and 16.1% of the staff received no training at all). While technical training in the use of MOIS has been provided from the system's inception, it is important to note that a MOIS application training workshop was first offered to MOIS user staff in November 1979. The majority of surveys were distributed prior to the first delivery of the application training workshop. Therefore, it is highly likely that the impact of the training workshop on MOIS user staff was not reflected in the survey results. Since the MOIS application training workshop is a new feature of the MOIS system, the evaluators recommend that:

*The MOIS application training workshop undergo both formative and summational evaluation to provide feedback concerning ways in which the workshop may be improved and its effectiveness in training MOIS user staff in the application of MOIS.

E. Reading Level of MOIS

The reading level of MOIS was viewed as a concern by the staff members of many of the agencies in the survey. Two-thirds of the library staff, one-half of the MESC staff, one-quarter of the K-12 school staff and one-third of the vocational rehabilitation staff indicated their clients needed special assistance in the use of MOIS due to reading level problems. This finding needs to be tempered, however, with the finding that clients reported they were comfortable in the use of MOIS. It appears that the special assistance provided by MOIS user staff, due to the reading level of MOIS, alleviated problems in using MOIS for clients. Even though the reading level of MOIS, based upon client responses, does not appear to infringe on the use of MOIS, the evaluators recommend that:

*Further investigation into the reading level of MOIS be conducted to determine if changes in or additions to the system need to be made to insure that in the future the reading level of MOIS does not infringe upon the ability of clients to use the system.

F. Career Information Needs of Clients

In general MOIS user site staff, across agencies, identified the same career information needs as important in the career exploration and decision-making processes of their clients. Across agencies for example, the two career information needs rated as extremely important were: major duties involved in the job and job earnings on the national level. There were, however, several career information needs identified as important for clients by only one or two agencies. This leads the evaluators to the following recommendations.

*The commonality of client career information needs across agencies supports the continued use of a single MOIS version for all agencies, however,

*MOIS administrative staff should consider building into the system a method by which agencies are made aware of specific career information within MOIS which is of importance primarily to their agency.

G. Factors Associated with Successful MOIS Sites

Common variables associated with "successful" MOIS sites were not found across agencies. Within agencies there did appear to be a limited number of variables associated with those sites perceiving their use of MOIS as successful. These variables are reported in earlier sections of this report. The purpose of this area of investigation was to obtain characteristics of successful MOIS sites and not to establish causal linkages between specific variables and the degree of success of a MOIS site. Therefore, the evaluators recommend the following:

*Future MOIS implementers should be made aware of those variables within their agency identified by this study that have been associated with successful MOIS sites. Since this study did not establish causal linkage between the variables identified and the success of the MOIS sites, the incorporation of these variables into future MOIS sites should not be mandatory.

*An in-depth evaluation of MOIS sites to establish a linkage between specific variables and the success or failure of a MOIS site should be conducted in the future. This study should include the development of objective criteria for the determination of site success. This future evaluation may focus upon in-depth quantitative and qualitative issues utilizing case-study type methodologies.

*Large scale survey type evaluation (such as was used in this evaluation) should be considered for institutionalization within the MOIS program as a means by which MOIS user sites may be monitored on a state-wide basis. The information provided by such evaluations will alert MOIS decision makers of potential problems prior to their becoming debilitating to MOIS.

Michigan Occupational Information System

Final Evaluation Report

March 1980

Prepared by:

Instructional Development and Evaluation Associates, Inc.

Evaluation Team:

Eric M. Gordon, Ph.D.
Jeffrey T. Resnick
Sandra K. Meacham

Foreword

This evaluation report presents a description of the procedures and outcomes of the MOIS evaluation, and recommendations for improving the quality of MOIS and its dissemination network. This report is addressed to the MOIS User Service and Information Development staff, the Michigan Department of Education, the State Department of Labor, and the Michigan Occupational Information Coordinating Committee. It is hoped that the information contained in this report will provide a basis for making decisions regarding the future content and implementation procedures of MOIS.

The reader should be aware that the findings presented in this report are based solely on those surveys which were returned. The reader should be cognizant of this fact when generalizing the results contained herein to the target population. The evaluators are, however, confident that based on the number of returns received the findings and subsequent recommendations are valid and can be used by MOIS administration for the purpose of decision making.

The evaluators would like to thank the MOIS Evaluation Advisory Committee for their strong support throughout this project. Their concern, expertise, and constant dedication were instrumental in the development of the survey instruments and in the development of this final report. The members of the MOIS Evaluation Advisory Committee and the agency/organization represented are:

Ms. Kris Abraham - Representing: Michigan Library Association

Mr. Tom Bircham - Representing: MESC Job Service

Mr. Donald Bishop - Representing: Michigan Association of Employment and Training

Mr. Arlie Fairman - Representing: Michigan Council of Vocational Administrators

Mr. Mark Finan - Representing: Michigan Occupational Education Association

Mr. Harvey Ollis - Representing: MOICC

Mr. Tom Kearney - Representing: MESC Employment Service

Mr. Stephen McEnaney - Representing: Michigan College and University Placement Association

Mr. Joseph McGarvey - Representing: MOIS

Mr. Robert Richardson - Representing: Vocational Rehabilitation

Dr. Stanley Rumbaugh - Representing: Michigan Department of Education

Mr. James Stiles/Larry Hill - Representing: School Counselors Association

Mr. Willard Walker - Representing: Michigan Department of Labor

Ms. Joyce Willis - Representing: Michigan Association of Placement Personnel

In addition, the evaluators would like to thank all agency sites who most willingly completed the survey instruments. Without their assistance, this survey would not have been so successful.

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Introduction

The Michigan Occupational Information System (MOIS) is designed to provide reliable, current and relevant career information organized in a readily accessible system to individuals in the process of career exploration and decision-making. Specifically, the five program objectives of MOIS are:

1) To help students and others learn about and understand the range of career opportunities presently available and likely to be available in the future.
2) To help entrants into the labor force become aware of occupations which they find acceptable and personally satisfying.
3) To encourage persons in the process of career exploration and decision-making to seek out vocational information on their own.
4) To increase awareness of major sources of occupational information for acquiring knowledge of occupations and training.
5) To provide support for related programs, including career education and employment counseling, and educational/employment and training planning.

MOIS is currently available at over 2,000 user sites with approximately 500 of these sites accessing MOIS through a computer delivery system and the remaining sites accessing MOIS through a microfiche delivery system.

In the spring of 1979, the Michigan Occupational Information Coordinating Committee contracted Instructional Development and Evaluation Associates, Incorporated to conduct a state-wide

evaluation of MOIS. The purpose of the evaluation was twofold. First, the evaluation was to provide information as to the extent MOIS is fulfilling its intended mission of providing career information to Michigan client populations that are in the process of career exploration and decision-making. Second, the evaluation was to identify, specifically, where and what improvements need to be made to increase the ability of MOIS to fulfill its mission. Specifically, this evaluation was to accomplish the following objectives:

1. To identify the career information needs of the various populations served by Michigan Agencies.
2. To identify the extent to which the MOIS program strategies meet the career information needs of the client population.
3. To identify characteristics of the different Michigan Agency/ MOIS delivery situations.
4. To identify and analyze characteristics of those MOIS delivery situations that best meet the career information needs of the client populations and those where they are not well met.
5. To make recommendations for improving MOIS.

To accomplish the evaluation objectives, a series of surveys was developed and administered to the following six agency types that constitute major groupings of MOIS user sites:

1. K-12 Schools
2. Post-Secondary Schools
3. Vocational Rehabilitation
4. Michigan Employment Security Commission
5. CETA
6. Libraries.

The time line for this evaluation was from May, 1979 through January, 1980. Several major activities were planned and implemented to accomplish the objectives of this evaluation. Appendix A contains an overview of the work plan followed.

Implementation of this work plan involved extensive use of an advisory committee comprised of representatives from the various agencies to be included in the survey. The MOIS Evaluation Advisory Committee met on three separate occasions. The purpose of the first meeting, held in June, was to familiarize the members with their roles and responsibilities during the evaluation and to provide them with a detailed outline of the evaluation process. At the second meeting, held in August, the committee members reviewed the sampling plan and the first draft of the survey instruments. The purpose of the third advisory meeting, held in March, was to review the results of the evaluation.

In addition to the three scheduled meetings, many of the committee members were contacted on an individual basis for input regarding the final instruments. This committee provided the evaluators with much useful information which was needed to make appropriate modifications in the evaluation plan and instruments (see foreword).

Process

To obtain the data necessary to address the five objectives of this evaluation, information was obtained from three sources within each of the agencies of interest. The first source of information was the contact person at each MOIS site identified by MOIS or by personnel at that site. The identified individual was asked to provide information relative to the demographics of that site. This information was useful in the description of the MOIS user sites and in the determination of characteristics which were absent or present in those sites which were meeting the needs of their clients and in those sites which were not meeting their needs.

The second source of information was staff members involved in the use of MOIS. These individuals were asked to provide information necessary to obtain a description of the staff who used MOIS and their perceptions, client needs, and the extent to which MOIS addressed the needs. Space was provided for open-ended suggestions and recommendations for the improvement of MOIS.

The final source of data was the clients who were using MOIS. These individuals were asked to provide information necessary to determine the perceived needs of the clients and the extent to which MOIS was meeting these needs.

Instrumentation

This section of the report includes a description of the procedures used to develop, pilot, and administer the MOIS survey instruments.

Procedures for Developing Instruments

Three sources were utilized in the content development of the initial instrumentation. The first source was existing instrumentation. The review of this instrumentation provided the conceptual base from which the item format and wording was developed for each of the survey instruments. The second source was existing federal documentation and other published documentation regarding career information needs. This provided the project staff with sufficient item content to develop the first draft of the instruments. The third source of information used in the initial stage of instrument development was the staff and clients involved in the use of MOIS. Information from clients and staff was obtained through a modified Delphi Technique. The modified Delphi Technique involved interviewing students and staff from eight public schools in May, 1979. The schools included in this process represented a variety of rural and urban school settings and consisted of one elementary, one junior high and six high schools. In addition, a staff person from an inner city school was interviewed by telephone. (Unfortunately, time constraints at the end of the school year would not permit an interview with the students from this school to be scheduled.)

The purposes of these interviews were to identify:

1. The career information needs of K-12 students.
2. How the MOIS program was being implemented in the schools.
3. Problems encountered in using the MOIS program.

Those interviewed had previous experience with the MOIS program. Students were interviewed in small groups of five or six. The students were asked to list information they felt they needed to know about careers and to describe any problems they had experienced with MOIS in their school setting. This group interview technique was used to generate and ultimately obtain concensus concerning career information needs. The group interview process produced a diverse list of career information needs; often an idea mentioned by one student stimulated an idea in another student. Following the student interview, a staff person who assisted the students in using the MOIS program was asked to describe any problems they had encountered while assisting the students in using the MOIS program.

Although clients from other agencies were not contacted, staff representatives from each of the remaining five agencies were interviewed by phone to determine how MOIS was used in their setting and to identify problems encountered while assisting clients with MOIS. (Appendix B contains a list of those sites that participated in the interview process.)

The first draft of the instruments was developed based on the information provided through the three sources. For each of the six agencies three separate instruments were developed. One survey was designed to identify demographic characteristics of the site setting. The second survey was devoted to ascertaining the staff's notions as to the information needs of their clients as well as an indication of the ability of MOIS to meet these career information needs. The third survey was constructed to determine the reactions of the student/client regarding their use of MOIS and how well MOIS was meeting their career information needs. The instruments were submitted to a MOIS appointed advisory committee for review. Revisions were made in the instruments based on the advisory committee's recommendations. Prior to distribution, the surveys were pilot tested using a small sample. The pilot testing procedures will be discussed in the next section.

Pilot Testing Procedures

The purpose of the pilot test was three-fold: to determine if all survey directions and items were clearly stated; to estimate the length of time required to complete each survey; to determine the feasibility of the intended procedures for the administration of the surveys.

The pilot was conducted in August, 1979. With the exception of the K-12 schools, the sites involved in the interview process at the instrument development stage were included in the pilot test. Due to the summer recess, the K-12 schools involved in the interview process were not able to participate in the pilot. To

insure that the K-12 population was represented in the pilot testing, additional K-12 schools were contacted to participate in the pilot. (Appendix B contains the names of those sites participating in the pilot study.)

The pilot conducted for the K-12 schools involved: one high school staff person completing the school site survey, three high school staff members completing the staff surveys, 12 high school students, ranging in grade level from ten through twelve, completing the student survey. The staff and student participants were asked to note any items or directions they felt were not clearly stated. The time required to complete each survey was recorded. After the instruments had been completed, the staff and students as a group, discussed their questions and reactions to the instruments.

A counselor from a middle school was also contacted. Although there were no students available at this time to complete the student surveys, the counselor reviewed the instruments and discussed her reactions to the instrument and intended administration procedures.

Pilot Results

The piloting of the instruments across all agencies identified a problem with the length of the student/client survey. The length of time required for high school students to complete the survey was 20-35 minutes. Staff members from each agency, upon reviewing their respective client survey, also expressed a concern regarding

the length. Based on this, the following two decisions were made regarding the student/client surveys: First, demographic items on the student/client surveys which were already asked in the staff survey were eliminated. Second, the section of the survey relating to the career information needs was altered so that the student/client would have to complete only those sections that pertained to information needed for the career(s) considered.

The K-12 staff members included in the pilot study also expressed a concern that the elementary students would not be able to read and totally comprehend the survey. In addition, the middle school staff indicated that the middle school students did not generally use files other than the MOISCRIPT because they were at the stage of career exploration rather than career decision making and career planning. As a result, it was decided that no elementary students would complete the MOISCRIPT portion of the career information sections. The elementary and middle school staff would likewise be asked to complete only the MOISCRIPT portion of this section as it was felt they would not be able to accurately answer the question of "How important is this information to your students?" for career information items their students were not ready to use.

Other than those just discussed, very few changes in the staff and site survey across all six agencies were necessary. In most instances, the changes involved altering words or sentence structures to help clarify certain items and/or directions.

Description of the Survey Instruments

Three generic types of surveys were developed to obtain the information necessary to fulfill the objectives of the evaluation: a site survey, a staff survey, and a client/student survey. The three generic types of surveys were then adopted according to specific information needs for each of the six agencies. The tailoring process resulted in the development of twenty different surveys. (Separate forms for elementary/middle school staff and middle school students were developed.) Appendix C contains a sample of each survey type.

Site Survey

The site survey contained from 12 to 17 items to describe demographic characteristics of the sites using MOIS. The items were specific to each agency.

Staff Survey

Part I of the survey obtained demographic data from the respondents. This data included: staff position of the respondent, number of students using MOIS during a typical month, frequency of client use of MOIS support materials, length of time needed for a client to learn how to use MOIS, and other variables concerning client and staff use of MOIS.

Part II related to the MOIS Structured Search (Interest Inventory) and asked the staff to indicate: the percentage of their clients who use the Structured Search, other ways in which

MOIS was accessed, how well the Structured Search helped clients obtain pertinent information regarding occupations, and the ease of understanding the seven concepts used in the Structured Search.

Part III contained a list of 76 career information items (middle and elementary staff surveys contained only 45 career information items). The staff was asked to indicate the importance of each information item and how well MOIS provided the information relative to that particular career information item. Part IV asked for an overall rating of MOIS. This section also contained three open-ended items asking respondents to indicate: any additional equipment or supplies they felt they needed to adequately implement MOIS, problems they had experienced in using MOIS, and recommendations for the improvement of MOIS in the future.

Client/Student Survey

This survey was very similar to the staff survey form and contained four parts. Part I asked two close-ended questions: "What is your age (or grade)?" and "Why did you use MOIS?" Part II related to the MOIS Structured Search. Respondents were asked: whether or not they used the Structured Search, whether or not it helped them obtain information pertaining to a career of interest to them, to rate the extent to which the Structured Search Concepts were easy to understand. Part III included 76 career information items (the middle school student survey contained only 45 career information items.) The respondent was

to answer two questions for each item: 1. "How important (or useful) to you is this information in deciding what to do about a career?" 2. "How well do you feel MOIS has provided you with this information?" The career information items were divided into five sections: the first section related to MOISCRIPT files; the second related to post-secondary programs; the third section referred to post-secondary schools; the fourth to apprenticeship programs; the fifth to military programs. All respondents were asked to complete the MOISCRIPT section. The remaining sections were to be completed only by those respondents who were interested in careers requiring information in these sections. Part IV asked the respondents to rate MOIS on an overall basis. This section also included one open-ended question asking for suggestions to improve MOIS.

Distribution and Collection Procedures

This portion of the report presents the techniques used to select the sample of individuals surveyed and a description of the survey distribution and administration procedures.

Sampling Procedures

A two stage stratified clustered random sample procedure was used to select the required sample. In the first stage of the sampling process, 1506 MOIS user sites were identified by MOIS and stratified according to the type of agency. Below is a list of the agencies surveyed.

1. K-12 Schools
   a. Elementary
   b. Middle/Junior High
   c. High School

2. Post Secondary Schools
   a. Two Year
   b. Four Year

3. Vocational Rehabilitation Agency

4. MESC - Michigan Employment Security Commission
   a. Job Service
   b. WIN

5. CETA Sponsored Agency

6. Libraries

Each office site within an agency was then designated as a cluster, and the total number of clusters per agency was tabulated. To obtain

reliable results using a 95% confidence interval across agencies, a total of 303 clusters were needed. As a further safeguard, a twenty percent oversampling procedure was incorporated. This resulted in a total of 364 clusters. Each agency was represented in the sample proportionately equal to its actual population proportion. Table I presents the percentage of the sample represented by each agency and the resulting number of sites selected for the sample within that agency.

The second stage of the sampling procedure required dividing the state into four geographic strata. Based upon this division, the number of sites to be selected from each geographic stratum was determined. This procedure was used to insure that across the state of Michigan, MOIS user sites with varying needs would be adequately represented in the sample. In some cases, however, the total number of clusters selected from a particular stratum was adjusted because some strata did not have the required number of clusters located within them.

To increase the likelihood of a high response rate, an individual at each site identified by MOIS or the individual currently supervising MOIS at each randomly selected site was contacted by phone to assure their willingness to participate in the survey. Additional sites were drawn to replace any site not willing or able to participate. Table II illustrates the total number of sites that had to be drawn from each agency type to fill the required sample quota. Documentation was made of those sites contacted and not able to complete the survey because they did not use MOIS. The two agencies that most often reported they did not

Table I

Percentage of the Sample Represented by Each Agency and the Resulting Number of Sites Selected for the Sample Within that Agency

Agency Type	Total Number of Clusters	Percent of Total	Number Selected
1. K-12 Schools*			
a. Elementary	46	3.1	11
b. Middle/Junior High/Intermediate	413	27.0	98
c. High School**	633	42.0	153
2. Post Secondary Schools*			
a. Two year	33	2.2	8
b. Four year	38	2.5	9
3. CETA Sponsored Agencies (fully funded)	33	2.2	8
4. Vocational Rehabilitation	47	3.2	12
5. MESC			
a. Job Service	105	7.0	28
b. WIN	58	3.9	12
6. Libraries	100	6.6	25
	1506	99.7	364

*Numbers include public and private school sites.

**High School number includes K-12 and Junior/Senior High combined schools.

Table II

Total Number of Sites Drawn to Fill the Determined Sample Quota

Agency Type	Number Needed	Total Number Drawn	Number Who Didn't Use MOIS
1. K-12 Schools			
a. High schools	153	181	5
b. Middle schools	98	111	13
c. Elementary	11	23	8
2. Post Secondary			
a. Four year	9	9	0
b. Two year	8	13	2
3. CETA	8	9	1
4. Vocational Rehabilitation	12	12	0
5. MESC			
a. WIN	12	14	2
b. Job Service	28	45	16
6. Libraries	25	26	0

16

use MOIS were the elementary schools (35% of the schools contacted did not use MOIS) and MESC job placement offices (36% of the offices contacted reported they did not use MOIS).

Procedures for Distributing the Surveys

As was previously described, the randomly selected sites were contacted by phone to ascertain their willingness to participate in the survey and to inform them of the survey purpose and administration procedures. The phone contact utilized a standardized semi-structured interview format. Appendix C contains a sample of the phone survey script that was used.

Each site agreeing to participate in the MOIS evaluation was sent a packet of survey instruments. Each packet mailed to the middle school, high school, and post-secondary agencies contained: one site survey, four staff survey forms, and fifteen student survey forms. The contact persons from the remaining agencies were asked to indicate the number of staff surveys and to approximate the number of clients who would use MOIS over a two week period of time. Therefore, the number of surveys sent in these instances varied. Each packet also contained general directions for distributing and collecting the survey instruments. A sample copy of the letters and directions are included in Appendix D.

The contact persons were asked to be responsible for the distribution and collection of the survey instruments at their office or school. It was suggested to the middle and high school contact persons that the student surveys be administered to a random selection of students in either a classroom setting or on

a one to one basis as the students used MOIS. The remaining agencies were to have staff persons ask any clients who used MOIS over a two week period of time to complete the client survey form. All forms that were completed at the conclusion of this two week time were to be sent back to the evaluators' office.

Response to the Survey

Several techniques were used to obtain an acceptable response rate. First, at the beginning of the survey distribution process a commitment to complete the survey was obtained from every site included in the sample. Secondly, a follow-up letter was sent to each site in the sample by Instructional Development and Evaluation Associates, Inc. asking the site to complete and return the surveys if they had not yet done so. Finally, a letter from agency administrators was also sent to each site in the sample asking the site to return the survey if they had not already done so. The two follow-up letters were sent to all the sites since the surveys were completed anonymously. The combination of the three techniques yielded a response rate of 71% (258 sites). Of the 258 sites, however, 12 sites (3% of total sample) returned their surveys too late for inclusion in the data analysis procedures. Thus, the usable response rate was 68%.

Table III provides a summary of the response rate by agency. A concern of any survey research project is the ability to generalize to the population of interest based upon the response rate within the sample drawn. The evaluators are confident ($\alpha = .05$)

that the response rate obtained in this project is sufficient to allow decision-makers to generalize the results presented within this report to the target population, defined here as state-wide users of MOIS. Decision-makers need to be aware, however, that the ability to generalize information presented on an agency by agency basis is limited by the response rate obtained for that agency. Information within this report relative to Post-Secondary agencies, for example, is much more representative of the population of Post-Secondary institutions within Michigan (response rate of 94%) than is the information presented for the CETA agencies (response rate of 38%). In fact, due to the extremely low response rate from CETA agencies, the discussion of the findings within this report for CETA agencies will be extremely limited.

It is important to remember that the purpose of the evaluation was to present findings and recommendations concerning MOIS as a whole and not MOIS as it functions within the various agencies. Therefore, although information is presented for each agency within the body of the report, the conclusions and recommendations relate to MOIS as an entity across agencies.

Table III

Rate of Return by Agency

Agency	Number Surveyed	Number Responding	Percent Responding
1. K-12 Schools	524	350	66%
2. Post Secondary	17	16	94%
3. CETA Sponsored Agencies	8	3	38%
4. Vocational Rehabilitation	12	9	75%
5. MESC	40	27	68%
6. Libraries	25	16	64%
LATE RETURNS		12	

Analysis Procedure

To understand the information provided by the respondents and to determine and suggest recommendations for improvements in the MOIS program, a series of descriptive statistical analyses were performed on the data from the returned surveys. These analyses allow: identification of the characteristics of different agencies in regard to their use of the MOIS program, identification of the career information needs of the various populations, and a determination as to the extent to which MOIS meets these needs. These analyses included the calculation of frequencies, means, and percentages for the responses to each item on the returned surveys.

A second analysis, a descriptive discriminate analysis, was performed to determine characteristics shared by sites indicating successful implementation of MOIS versus characteristics shared by sites indicating less successful implementation of MOIS. Two phases were necessary in this analysis. The first phase involved the identification of successful and less successful MOIS implementation sites. This was accomplished using responses to two items on the staff surveys distributed to the six agencies. The first item asked the staff member to provide their perception of how successful their office/school had been in implementing MOIS. The second asked the staff to provide their perception of how successful they felt MOIS had been in meeting the career information needs of their clients. The numerical value of the responses to each item was then summed. "Successful sites" were determined by those sites whose summed response to the two items fell into

the upper twenty-five percent of all summed responses. Conversely, those sites whose summed responses to the two items fell into the bottom twenty-five percent of all summed responses were labeled as "less successful sites". In developing these extreme groups ("successful" and "less successful" sites) two issues needed to be considered. The first was the size of the extreme group. Typically, the larger the groups are, the more valid the results. The second issue was the degree of difference between the groups; the more unlike the extreme groups are, the more valid the results. Unfortunately, these two issues are conflicting. As one makes the extreme groups larger the less different they become (due to measurement and classification errors). In terms of classical psychometric theory, dividing groups into the extreme 27% seems to provide the most valid findings. Due to ease in calculation and explanation of the process, it was decided that extreme groups for this study included 25% of the samples of each agency. Appendix E provides the difference between the extreme groups for each agency type involved in the discriminate analysis.

The second phase in this analysis involved a careful review of all implementation variables regarding the sites. Any variable which tends to be absent in one extreme group and present in the other was identified as a variable which might have impact upon the success of a MCIS site. For example, if successful sites tend to have microfiche readers with printers and sites which are less successful do not, the implication would be that microfiche readers with printers in some way facilitate the successful

operation of a MOIS site. Such information can be well utilized in the decision-making processes of MOIS administration for the planning and implementation of MOIS in new or existing sites.

Table IV provides a listing of the analysis procedures used by each of the four relevant evaluation objectives.

Table IV

Analysis Procedure Used In The MOIS Evaluation
By Evaluation Objective

OBJECTIVE	METHOD OF ANALYSIS
1. To identify the career information needs of the various populations served by Michigan Agencies.	Means were calculated for the responses to each of the possible career information needs for each agency.
2. To identify the extent to which the MOIS program strategies meet the career information needs of the client population.	Means were calculated for the responses of each agency to the survey items concerning this objective. A discrepancy analysis was undertaken comparing importance of the needs with level of coverage.
3. To identify characteristics of the different Michigan/Agency MOIS delivery situations.	Frequencies and percentages for each of the item responses concerning this objective were calculated for each agency.
4. To identify and analyze characteristics of those MOIS delivery situations that best meet the career information needs of the client populations and those where the needs are not well met.	A descriptive discriminate analysis within each agency was conducted. Using classical psychometric theory the analysis was conducted using respondents in the upper and lower twenty-five percent groups using the "success" of the sites as the breakdown variable. "Success" was measured using two items on the site surveys. The first item asked was "How successful do you feel your office has been in implementing MOIS?" The second item was "Overall, how successful do you feel MOIS has been in meeting the career information needs of your clients?" Staff responded using a scale where 1 = very successful and 5 = not at all successful. Variables shared by sites classified in the upper twenty-five percent success group were compared to variables shared by sites classified in the lower twenty-five percent success group to determine variables which might influence the success or failure of a MOIS site.

MOIS Setting Description

The purpose of this section of the report is to provide readers with a general description regarding the settings in which MOIS is used in the agencies of interest throughout the State of Michigan. This type of information is useful not only to understand how, when, and where MOIS is being used, but also to determine if a single MOIS implementation model is utilized within and across agencies or if there are major differences in MOIS utilization within and across the agencies.

In reviewing the tables and findings it is important to remember that the percentages provided are adjusted percentages; they are percentages based upon the number of people responding to the item. For example, if 7 sites did not respond to an item but all of the sites which did respond did so affirmatively, the table would indicate the percentage of affirmative responses to be 100%.

In a number of cases, the percentages listed in the tables will sum to numbers other than one hundred percent. This is not an error but may be due to one of two factors. First, rounding differences, hence, the total might equal 98, 99, 100, 101, or 102 percent. Second, the respondents may have been allowed to select more than one option. For example, in terms of the delivery system utilized within the setting, four options were given; sites were requested to indicate all of the delivery systems used. Therefore, since a number of sites used more than one delivery system the percentages often exceeded one hundred percent.

The MOIS setting description was obtained by collecting data concerning eight variables: the delivery system(s) used at the site, the edition of MOIS currently used, client access to the MOIS system, the way in which clients use MOIS, the use of MOIS for either job placement or educational planning, the career information sources available to clients in addition to MOIS, the support services provided for clients, and promotional activities for MOIS used at each site. This information was obtained through a frequency analyses of the relevant data.

The first area of interest was the type(s) of delivery system currently used for MOIS. Four options were provided: microfiche reader with a printer, microfiche reader without a printer, computer terminal with a printer, and computer terminal without a printer. Table V provides a summary of the responses to this item.

An inspection of Table V reveals that by far the majority of agencies used a microfiche reader without a printer. There appeared to be a tremendous amount of commonality both within and across the agencies responding.

The K-12 schools also have a number of sites which used a computer terminal with a printout and a microfiche reader with a printout. In terms of MOIS usage then schools were, by far, the most frequent user of the computer version of MOIS. Hence, any recommendations not related to K-12 settings might well be made for the microfiche version but do not need to involve the computer delivery system.

Table V Summary of Responses Indicating Types of MOIS Delivery Systems Used*

Response Options	CETA N	CETA %	Library N	Library %	MESC N	MESC %	Schools K-12 N	Schools K-12 %	Schools Post Sec. N	Schools Post Sec. %	Voc Rehab N	Voc Rehab %	Total N	Total %
Microfiche reader with a printout	1	33	3	23	2	9	38	23	4	29	1	14	49	16
Microfiche reader without a printout	2	66	12	92	21	91	150	91	13	93	6	86	204	68
Computer terminal with a printout	0	0	1	8	NA		38	23	1	7	NA		40	13
Computer terminal without a printer	0	0	0	0	NA		6	4	0	0	NA		6	2

* Respondents were asked to check all response options that applied. Since multiple responses for a single respondent were possible, column percentages do not necessarily total 100%.

A second question of interest was which edition of MOIS was currently being used at the sites. Table VI provides a summary of this information. In reviewing this table it can be seen that, with the exception of one Vocational Rehabilitation site and one K-12 site, none of the agencies were using the 1976-77 edition of MOIS. The majority of agencies were using the 1978-79 version at the time of this study. This finding, however, is reflective of the fact that at the time of the survey distribution, most MOIS sites had not yet received the 1979-80 version of MOIS.

The third concern relates to the client access of MOIS: Are clients free to use MOIS anytime without an appointment? Must they make an appointment? Must they set up an appointment to learn about MOIS before free access to the program is granted?

Unlike the previous findings, (delivery system, edition used) there seemed to be much diversity across agencies in terms of client access. For example, 92% of the library respondents indicated free access for clients anytime without an appointment. For K-12 schools and post secondary schools, however, the percentages were much less. Vocational Rehabilitation revealed an almost reverse pattern where for the majority of sites responding, clients must always make prior arrangements to use MOIS. MESC offices were almost equally split between the three access options. Table VII contains a summary of this finding.

The fourth issue deals with the question of the ways in which MOIS was used. Four options that a respondent could select were: an individual using MOIS on a voluntary basis, an individual using MOIS on a required basis, a group using MOIS on a

Table VI Summary of Responses Regarding Edition of MOIS Used

Response Options	CETA N	CETA %	Library N	Library %	MESC N	MESC %	Schools K-12 N	Schools K-12 %	Schools Post Sec. N	Schools Post Sec. %	Voc Rehab N	Voc Rehab %	Total N	Total %
1976-77	0	0	0	0	0	0	1	1	0	0	1	14	2	.93
1977-78	0	0	0	0	2	9	8	5	0	0	1	14	11	5.12
1978-79	1	50	10	83	20	87	127	81	11	79	5	72	174	80.93
1979-80	1	50	2	17	1	4	21	13	3	21	0	0	28	13.02
													215	100

Table VII Summary of Responses Regarding Client Access to MOIS

Response Options	CETA N	CETA %	Library N	Library %	MESC N	MESC %	Schools K-12 N	Schools K-12 %	Schools Post Sec. N	Schools Post Sec. %	Voc Rehab N	Voc Rehab %	Total N	Total %
The student/client is free to use MOIS any time without an appointment	2	66	12	92	9	38	93	60	11	79	1	14	128	58.99
The student/client must make prior arrangements to use MOIS only to learn how to use it.	1	33	0	0	6	25	28	18	3	21	1	14	39	17.98
The student/client must always make prior arrangement to use MOIS	0	0	1	8	9	38	35	22	0	0	5	71	50	23.04
													217	100.01

voluntary basis, a group using MOIS on a required basis. The MOIS Evaluation Advisory Council indicated that this question was of interest primarily to two agencies, MESC offices and K-12 Schools. For the MESC offices, the program was not often used by individuals on a voluntary basis. Very few of these sites used it either on a required basis or in group setting. The responses from the K-12 schools indicated that there was a fairly even split between individuals using MOIS on a voluntary basis and those using MOIS in a group on a required basis. These data are presented in Table VIII.

The fifth concern dealt with the question of how often MOIS is used for either job placement or education planning. Table IX reveals that of the five responding agencies, responses range between a score of two and a score of four. This indicates that MOIS was used both for job placement purposes ($\bar{x} = 3.82$) and also educational planning purposes ($\bar{x} = 2.58$) by the responding agencies. There is a tendency, however, for MOIS to be used more often for educational planning than job placement.

A sixth concern was the information resources available in addition to MOIS which were available at the sites. The sites were provided a list of known sources and requested to indicate all of those which were available to their clients or students. Table X provides the information regarding these sources. A review of the table indicates that there are a number of different sources that are available. A large number of the responding sites indicated the availability of sources which were not provided on the list. Appendix F contains a list of these other

Table VIII Summary of Responses Indicating Way in Which MOIS Was Used*

Response Options	MESC N	MESC Average % resp.	Schools (K-12) N	Schools (K-12) Average % resp.
% individual - voluntary basis	24	29.83	156	30.00
% individual - required basis	25	5.20	157	15.32
% group - voluntary basis	25	6.60	156	9.79
% group - required basis	25	4.80	155	26.69

* Average percent response indicates the average percent of clients using MOIS in the manner indicated by the response option as reported by MOIS user staff. N = the number of MOIS user staff choosing that response option. Note: a respondent could select more than one response option.

Table IX Purposes For Which MOIS Is Used*

How often is MOIS used for	CETA		MESC		Schools K-12		Post-Secondary Institutions		Voc Rehab		Total	
	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$
Job Placement	3	2.67	25	3.96	140	3.92	12	2.92	7	3.29	187	3.82
Educational Planning	3	2.33	23	3.43	158	2.46	11	2.82	7	2.29	202	2.58

* Based on a five point Likert Scale where 1 = always and 5 = never

Table X Career Information Sources Available in Addition to MOIS

Resources Used	CETA N	CETA %	Library N	Library %	MESC N	MESC %	Schools N	Schools %	Schools Post Sec. N	Schools Post Sec. %	Voc Rehab N	Voc Rehab %	Total N	Total %
Career Resource File	1	33	12	92	4	16	134	81	11	85	0	0	162	13.4
Dictionary of Occupational Titles	3	100	8	62	24	96	128	78	12	92	7	100	182	15.0
Direction: Michigan Career Opportunity Guide	0	0	3	23	15	60	35	21	2	15	4	57	59	4.9
ECES (Education Career Exploration System)	0	0	0	0	NA		10	6	1	8	0	0	11	1.0
GIS (Guidance Information System)	0	0	0	0	NA		14	9	0	0	0	0	14	1.2
Local Job Market and Wage Information	1	33	1	8	21	84	59	36	7	54	4	57	93	7.7
Michigan Occupational Outlook	1	33	7	54	NA		83	50	2	15	7	100	100	8.3
Michigan Post Secondary Admission and Financial Assistance Handbook	2	66	7	54	16	64	96	58	7	54	7	100	135	11.2
Occupations in Demand	0	0	3	23	10	40	29	18	0	0	0	0	42	3.5

Table X Continued

Resources Used	CETA N	CETA %	Library N	Library %	MESC N	MESC %	Schools N	Schools %	Schools Post. Sec. N	Schools Post. Sec. %	Voc. Rehab. N	Voc. Rehab. %	Total N	Total %
Occupational Outlook Handbook	3	100	12	92	25	100	115	70	12	92	6	86	173	14.3
Placement Data: Colleges/Universities	2	66	3	23	7	28	88	53	7	54	2	29	109	9.0
MESC Job Bank	1	33	NA		25	100	NA		NA		7	100	33	2.7
Michigan Licensed Occupations	NA		NA		17	68	NA		NA		NA		17	1.4
Military/Civilian Occupational Source Book	NA		NA		13	52	NA		NA		NA		13	1.1
None	0	0	0	0	0	0	4	2	1	8	0	0	5	.4
Other	2	66	4	31	1	4	47	29	4	31	1	14	59	4.9
													1207	100.0

sources. The Dictionary of Occupational Titles, the Michigan Post Secondary Admission and Financial Assistance Handbook, the Occupational Outlook Handbook and the Career Resource File are available at many of the sites. Conversely, the Education Career Exploration System, the Guidance Information System and Occupations in Demand are available at very few of the sites.

The seventh concern dealt with the support services provided for the clients in each site. The sites were asked to check all that apply. Each agency's survey listed only those options identified as available at that site by the MOIS Evaluation Advisory Committee. In schools options included: Career Counseling Education Service, Career Education Class, Career Resource Center, Co-op Placement Program, Job Placement Service or some other type of support service which was used by the students. It is important to note that a school could provide more than one support service. So for example a school may have provided not only a Career Counseling Service but also a Job Placement Service. The returns show that the support service most often provided by the responding schools was that of Career Counseling Service (77%). The next most commonly provided support service was a Career Resource Center (60%). Large percentages of school sites also indicated that they provided a Co-op Placement Program (49%), Career Education Class (42%) and Job Placement Service (41%).

The next agency to which this question applied was the MESC offices. The different types of support services that the MESC offices provided were Job Search Program, Career

Exploration Program, Career Counseling Program, or a Career Testing Program. All of these support services were indicated as being widely provided by the MESC offices. The lowest percentage was 64% which applied to Career Exploration Programs. The most widely provided support service was the Job Search Program followed by a Career Counseling Program and Career Testing Program.

The third and final agency to which this particular question pertained was the post secondary schools. The various support services available to post secondary schools were: Guidance and Counseling, Career Planning, Job Placement Service or a Continuing Education Service. Again it was found that many of the responding post secondary schools indicated that they provided all four of the support services. The lowest percentage was 67% which was found for the Continuing Education Support Services. Guidance and Counseling, Career Planning, and Job Placement Service were extensively provided. Table XI summarizes this information.

The last concern regarded promotional activities which were used by the various agencies to create an awareness of the services which MOIS could provide. The respondents were simply asked to check all the promotional activities used within their site. The response options were bulletin boards, school paper, local paper, pamphlets or brochures, radio or television, some other type of publicity, or no publicizing at all. The responses

Table XI A, B, C Summary of Responses Indicating Support Services Used

A. Support Service	Schools K-12 Number	Schools K-12 Percent	MESC Number	MESC Percent	Post Secondary Institutions Number	Post Secondary Institutions Percent
Career Counseling	127	77				
Career Education Class	69	42				
Career Resource Center	98	60				
Co-op Placement Program	80	49				
Job Placement Service	67	41				
Other	15	9				
B. Support Service						
Job Search			24	96		
Career Exploration			16	64		
Career Counseling (b. professional Counselor)			19	76		
Career Testing			18	72		
C. Support Service						
Guidance and Counseling					11	92
Career Planning/Resource					11	92
Job Placement					10	83
Continuing Education					8	67

are summarized in Table XII. The first piece of information which is important to note relating to Table XII is that many of the sites indicated they did no publicizing at all (31% of library sites, 68% of MESC sites, and 71% of Vocational Rehabilitation sites). Across all sites, however, where promotional activities were used, the most common promotional activity was the use of bulletin boards. Radio and television was rarely used; use of the local paper for promotional activity was moderately used.

Another major area of investigation concerned those sites indicating use of a computer terminal in conjunction with MOIS. These sites were asked to indicate problems encountered, if any, with the computer and the frequency of computer repair.

Table XIII deals with computer problems encountered by the various agencies. It is important to note that not all agencies or all sites within an agency had access to the computers; therefore, the information reflected in this table pertains only to those sites that indicated they did indeed have a computer and were using it. Table XIII reveals that only two agencies indicated that they were using computers. The CETA sites and the post secondary school sites did not provide responses to this item; therefore, it could not be determined if they were using the computer or not. The Vocational Rehabilitation sites and the Michigan Employment Security Commission sites did not have access to computers. Since this was known prior to the survey, this question was not included on their surveys. The two most

Table XII · Summary of Responses Indicating Promotional Methods Used

Promotional Activity	CETA N	CETA %	Library N	Library %	MESC N	MESC %	Schools K-12 N	Schools K-12 %	Schools Post Sec. N	Schools Post Sec. %	Voc. Rehab N	Voc. Rehab %	Total N	Total %
Bulletin boards	1	33	6	46	3	12	61	38	4	31	1	14	76	20.88
School paper	NA		NA		NA		51	31	NA		NA		51	14.01
Local paper	0	0	4	31	1	4	29	18	3	23	0	0	37	10.17
Pamphlets/brochures	1	33	3	23	2	8	26	16	3	23	0	0	35	9.61
Radio/television	1	33	1	8	3	12	5	3	0	0	0	0	10	2.74
Other	1	3	1	8	4	16	80	50	8	62	1	14	95	26.10
No publicizing	2	66	4	31	17	68	30	19	2	15	5	71	60	16.49
													364	100

Table XIII Summary of Responses Indicating Computer Problems Encountered

Computer Problem	Library N	Library %	Schools K-12 N	Schools K-12 %
Difficulty in hooking up to computer	0	0	21	28
Program kicking out	1	8	12	16
Unable to get some or all apprentice-ship or training programs	1	8	5	7
Unable to get all military informa-tion	1	8	4	5
Unable to get all MOISCRIPT	0	0	5	7
Unable to get some or all Post Secondary School Programs	1	8	5	7
Unable to get some or all Post Secondary programs.	NA		3	4
No problems	1	8	8	11
Other	1	8	11	15

commonly encountered problems of those sites with computers were a difficulty in hooking up to the computer and a difficulty in obtaining the printout. A relatively small percentage of the library and school sites indicated that they had found no problems at all.

Table XIV is directly related to Table XIII in that it deals with how often the computer needed repair work. Again the only agencies from which data was obtained were the library sites and the school sites (K-12). A large majority of the responses indicated that the computers needed repair once a year or less. For those agencies that responded to the item, it appears that the frequency of repairs of their computers was not a major problem in the operation of the MOIS system.

Two areas of concern identified by the MOIS Evaluation Advisory Council for K-12 schools only, were the staff position of the individual completing the staff survey and the approximate number of students using MOIS during a typical month. These areas were, therefore, addressed on the appropriate surveys.

It was found that the most commonly reported staff position was teacher. The second most commonly reported position was counselor, while the third most commonly reported position was media specialist/librarian. These findings held for both high school, middle school and elementary schools.

Relative to the approximate number of students using MOIS during a typical month, it was found that a small number of high school and middle school respondents indicated the number of students ranged from 51 to over 150. In the majority of high

Table XIV Frequency of Computer Repairs

Response Category	Library N	Library %	Schools K-12 N	Schools K-12 %
Less than once a year	2	100	15	46
Once a year	0	0	9	27
Twice a year	0	0	4	12
Three times a year	0	0	1	3
Four times a year	0	0	2	6
At least five times a year	0	0	2	6

schools and middle schools, the respondents indicated that 20 or less of their students use MOIS during a typical month. In elementary schools, all respondents presented information which indicated only a small group of students utilized MOIS (one to two classes).

Information Provided by Staff

As stated earlier, staff members responsible for MOIS at each site were asked to complete a staff survey. The purpose of the staff survey was to obtain staff perceptions or information concerning: MOIS support materials used, the amount of inservice training received in the use of MOIS, their confidence in using specific MOIS materials, career information sources used in addition to MOIS, special assistance required by students while using MOIS, the Structured Search, their overall rating of the MOIS system. The information collected relative to these variables is presented in the following paragraphs.

Relative to MOIS support materials, all agencies except for libraries were asked how often they used the User Handbook, Inventory Worksheet, Inventory Scan Sheet, and Microfiche Index. Table XV provides a summary of this use. The K-12 schools appeared to use the User Handbook, Inventory Scan Sheet and Microfiche Index more often than other agencies. Vocational Rehabilitation used the Inventory Worksheet more often than any other agency. The values obtained for the average responses generally indicated moderate to low usage of all support materials. It may be worthwhile for MOIS, in a future evaluation, to determine why usage of support materials was moderate to low.

Table XVI provides a summary by agency of the amount of staff training individuals have had in the use of MOIS. There does not appear to be any specific pattern of training. Some individuals had more than two days while others have had none.

Table XV

Average Use of MOIS Support Materials*

	CETA		MESC		K-12 Schools		Post-Secondary Schools		Voc. Rehab.		Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Support Materials												
User Handbook	3	3.67	21	2.86	379	2.70	33	2.82	30	3.00	466	2.74
Inventory Worksheet	3	3.67	21	3.29	362	2.96	33	3.18	30	2.90	449	2.99
Inventory Scansheet	3	3.67	22	3.18	365	2.98	34	3.35	31	3.09	455	3.03
Microfiche Index	4	2.25	22	2.91	388	2.14	37	2.27	32	2.50	483	2.21

*Values are based on a 5 point scale where 1 = always and 5 = never.

Table XVI

Staff Training in MOIS Use*

Response Option	CETA		Library		MESC		K-12 Schools		Post Secondary Schools		Voc. Rehab.		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
More than 2 Days	1	25	1	3	3	12	67	16	3	8	2	6	77	13.94
2 Days	0	0	1	3	1	4	47	11	3	8	2	6	54	9.79
1 Day	1	25	10	30	10	42	76	18	9	22	5	15	111	20.10
1/2 Day	2	50	6	18	9	37	52	12	11	27	7	20	87	15.77
Less than 1/2 Day	0	0	8	24	0	0	100	24	10	25	16	47	134	24.28
None	0	0	7	21	1	4	76	18	4	10	1	3	89	16.12
													552	100

*Based on a 5 point scale where 1 = very confident and 5 = not confident at all.

In all agencies, there appears to be some variance in this regard. It does appear, however, that most individuals have had between a half day and a whole day of training. It should be noted that a new MOIS application training workshop was made a regular feature of the MOIS system as of November, 1979. Due to the time period in which the surveys were sent (October/November, 1979) the existence of this training workshop may not be reflected in the responses of the staff members using MOIS.

The respondents were then asked how confident they were in using the different MOIS materials. Table XVII provides a summary of these responses. In general, responses from all agencies fell on the positive side of the "comfort continuum." Library staff members, however, responded on the negative side of the continuum for three of the MOIS materials: post secondary program file, post secondary school file and apprenticeship file. This was also true for the Vocational Rehabilitation staff members in regards to the military file.

To determine if other career information sources were used in addition to MOIS, a listing of the most well known sources was provided to respondents. Respondents were then asked how often their clients used the career information sources. Table XVIII provides a summary of the average of the responses by agency. In reviewing this table, it appears that different agencies used different sources. For example, libraries quite often used the Career Resource File whereas MESC offices hardly ever do. Two resources, however, Occupational Outlook Handbook and the Career Resource File were the most commonly used

Table XVII

Staff Confidence In Using
Various MOIS Materials.*

Response Option	CETA		Library		MESC		K-12 Schools		Post. Sec. Schools		Voc. Rehab.		Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
User Handbook	4	1.50	29	2.55	24	1.92	394	1.95	32	1.62	33	2.00	516	1.96
Michrofiche Index	4	1.00	30	2.20	24	2.00	405	1.82	36	1.53	33	1.88	532	1.83
Inventory Worksheet	4	1.75	29	2.76	24	2.21	391	2.16	32	1.72	32	2.13	512	2.16
Inventory Scansheet	4	1.50	28	2.86	24	2.29	385	2.20	32	1.84	33	2.03	506	2.20
MOISCRIPTS	4	1.00	29	2.34	24	2.00	385	1.92	36	1.31	33	2.00	511	1.90
Post Sec. Program File	4	2.25	27	3.11	24	2.58	366	2.66	33	2.12	32	2.78	486	2.65
Post Sec. Sch File	4	2.50	27	3.15	24	2.75	365	2.66	33	2.15	32	2.75	485	2.66
Apprenticeship File	4	2.50	27	3.18	24	2.58	365	2.80	33	2.49	32	2.84	485	2.79
Military File	4	2.50	32	1.75	24	2.63	365	2.85	33	2.61	31	3.06	489	2.76

*Based on a five point scale where 1 = very confident and 5 = not confident at all.

Table XVIII

Average Use of Career Information Sources*

Information Sources	CETA N	CETA $\bar{x}$	Library N	Library $\bar{x}$	MESC N	MESC $\bar{x}$	K-12 Schools N	K-12 Schools $\bar{x}$	Post Secondary Schools N	Post Secondary Schools $\bar{x}$	Voc. Rehab. N	Voc. Rehab. $\bar{x}$	Total N	Total $\bar{x}$
Career Resource File	4	2.75	32	1.75	23	4.39	373	2.74	34	2.32	31	3.77	497	2.79
Dictionary of Occupational Titles	4	2.50	30	2.50	22	3.68	371	3.47	39	2.46	33	3.34	499	3.33
Direction: MCOG	4	4.25	19	4.21	22	4.55	328	3.99	25	4.40	32	3.84	430	4.04
ECES	4	4.50	14	4.71	23	4.83	317	4.41	25	4.40	33	4.49	416	4.45
GIS	4	4.75	14	4.43	22	4.72	324	4.23	26	4.39	31	4.39	421	4.29
Local Job Market and Wage Information	3	2.00	19	3.15	22	2.86	341	3.27	31	2.97	33	2.67	449	3.17
Michigan Occupational Outlook	4	4.00	18	3.61	23	3.08	344	3.39	26	3.15	32	2.88	447	3.34
Michigan Post Secondary Admission and Financial Assistance Handbook	4	3.75	21	3.45	21	4.14	342	3.24	31	2.97	32	3.28	451	3.28
MOIS	4	3.00	30	3.53	21	3.52	370	2.29	37	2.03	34	3.09	496	2.46
Occupations in Demand	4	4.25	9	3.68	22	3.95	324	3.76	28	3.86	32	3.81	419	3.78
Occupational Outlook Handbook	4	3.00	29	1.55	21	3.38	348	3.15	38	2.08	34	3.12	474	2.97
Placement Data	4	3.50	20	2.90	21	4.00	325	3.55	32	2.66	33	3.57	435	3.48
MESC Job Bank	4	3.50	-	--	23	3.00	-	--	-	--	33	2.76	60	2.90

*Based on a five point scale where 1 = very often and 5 = never.

additional career information resources when such sources were used. Across all agencies, however, usage of the additional career information sources was relatively low. This was especially true of certain of the following sources:

1. Direction: Michigan Career Opportunity Guide
2. Educational Exploration System
3. Guidance Information System

There has been a concern regarding client variables which may require the staff to provide special assistance to clients so that they can use the MOIS program. These variables included reading and physical or mental disabilities. Therefore, each staff member was requested to indicate the percentage of clients who needed special assistance due to one of these three conditions. As might be expected, these conditions existed in varying amounts within the different agencies. Reading seemed to be the most severe problem: two thirds of the library clients, one half of the MESC clients, one half of the K-12 school clients and one half of the Vocational Rehabilitation clients needed special assistance due to reading.

Concerning the need for special assistance due to physical or mental disabilities, none of the within agency site averages exceeded ten percent. The same held true for mental disabilities, except in the case of Vocational Rehabilitation centers which indicated that 25% of their clients needed special assistance because of mental disabilities.

Of special interest to MOIS decision makers was the MOIS Structured Search. Therefore, an entire section of the staff

survey was devoted to this issue. First, the staff was asked which method their students chose when searching for an occupation. The options provided were the MOIS Interest Inventory, Ohio Vocational Interest Survey (OVIS), and Holland's Self Directed Search (SDS). This question was asked of CETA, K-12 schools, and post secondary schools. The vast majority of respondents indicated their clients chose the MOIS Interest Inventory. In post secondary schools, the second most frequently offered response was SDS and for K-12 schools it was OVIS.

Respondents were then asked "What percentage of clients used the MOIS Structured Search?" The results of this analysis can be found in Table XIX. It does not appear, based upon the analysis, that there is any pattern either within or across agencies regarding use of the Structured Search. However, it is interesting that relatively large percentages are found on the two extreme ends. That is, for Schools K-12, 41% responded 80% to 100% used the MOIS Structured Search and 23% indicated less than 20% used MOIS Structured Search.

In addition to the Structured Search, staff were to indicate how often they used each of the four other interest inventories with their clients. Table XX reveals that these other sources typically were not used. All response averages were on the negative side of the continuum.

Another concern area was the ease with which clients were able to relate to the concepts they encounter when using the MOIS Structured Search. Based upon a review of the Structured Search, seven concepts were identified: interest, temperaments, areas of work, physical strength, physical capabilities, working

Table XIX

Percentage of Clients Who Use MOIS Structured Search

Response Option	CETA		Library		MESC		K-12 Schools		Post Secondary Schools		Voc. Rehab.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
80-100%	1	25	2	9	7	32	155	41	10	33	5	15	180	37.04
60-79%	0	0	2	9	1	4	40	11	1	3	6	18	50	10.29
40-59%	1	25	3	13	2	9	51	14	6	20	6	18	69	14.20
20-30%	1	25	2	9	3	13	43	12	3	10	1	3	53	10.91
Less than 20%	1	25	14	61	9	41	85	23	10	33	15	45	134	27.57
													486	100.02

Table XX

Average Use of Additional Materials
in Conjunction With or in Lieu of
MOIS Structured Search

Response Option	CETA N	CETA $\bar{X}$	K-12 Schools N	K-12 Schools $\bar{X}$	Post Secondary Schools N	Post Secondary Schools $\bar{X}$	Voc. Rehab N	Voc. Rehab $\bar{X}$	Total N	Total $\bar{X}$
Kuder Preference Record	4	4.00	293	4.25	26	3.96	30	3.47	353	4.16
SDS (Hollands Self Directed Search)	4	4.00	274	4.74	25	3.72	29	3.59	332	4.55
Strong-Campbell Interest Inventor	4	3.00	281	4.64	27	3.04	29	3.17	341	4.37
OVIS (Ohio Vocational Interest Study)	4	3.75	294	3.96	23	4.74	28	4.25	349	4.03

*Based on a 5 point scale where 1 = Always and 5 = Never

conditions and education. For each concept respondents were to indicate if they felt it was very easy or very difficult for clients to understnad. Table XXI summarizes these results. In general, it was found the respondents perceived that clients did not have much difficulty relating to the concepts. The most difficult concept to relate to was temperaments, whereas working conditions was the easiest.

Another area of interest to MOIS decision makers was the amount of time necessary for various usages of the MOIS program. All agencies responded that for the Structured Search (Interest Inventory), on the average, it took clients less than an hour to use this feature of MOIS.

Finally, staff was asked to provide overall ratings of MOIS. Specifically, respondents were asked to rate the six components of the MOIS program (MOISCRIPTS, post-secondary programs, post-secondary schools, apprenticeship programs, military programs, and MOIS school subjects). They were asked to rate the organization, completeness and accuracy of each component. Tables XXII through XXIV provide a summary of these responses.

Inspecting these tables reveals that in terms of organization, completeness, and accuracy, MOIS received responses in the good to very good range. None of the average responses fell below the adequate point (or mid-point) of the scale. This indicates that MOIS user staff from the different agencies using MOIS are satisfied with the organization, completeness, and accuracy and that these aspects need not become the focus of recommendations for revision.

Table XXI

Average Rating of Ease of Understanding of MOIS Concepts*

Interest Inventory Concepts	CETA		Library		MESC		K-12 Schools		Post Secondary Schools		Voc. Rehab.		Total	
	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$
Interest	3	1.67	18	2.00	22	2.05	354	1.97	30	1.53	30	2.17	457	1.96
Temperaments	2	2.00	17	2.35	21	2.33	351	2.68	30	2.00	29	2.93	450	2.62
Areas of Work	2	2.00	17	1.82	21	2.09	353	2.17	30	1.97	30	2.43	453	2.16
Physical Strength	2	1.00	17	2.00	21	1.95	349	1.97	30	1.67	30	2.13	449	1.96
Physical Capabilities	2	1.00	16	1.94	21	2.14	349	2.06	30	1.77	30	2.17	448	2.04
Working Conditions	2	1.00	17	1.76	21	1.81	348	1.96	30	1.80	30	2.07	448	1.94
Education	2	2.50	18	1.94	21	2.19	346	2.02	30	1.60	29	2.52	446	2.03

*Based on a five point scale where 1 = very easy and 5 = very difficult.

Table XXII

Average Rating of Accuracy of MOIS*

MOIS File	Schools K-12 N	Schools K-12 $\bar{X}$	Schools Post. Sec. N	Schools Post. Sec. $\bar{X}$	Library N	Library $\bar{X}$	Voc Rehab N	Voc Rehab $\bar{X}$	NESC N	NESC $\bar{X}$	CETA N	CETA $\bar{X}$	Total N	Total $\bar{X}$
MOISCRIPT	73	2.01	24	1.96	15	2.07	24	2.08	21	2.33	3	1.34	160	2.04
Post Secondary Programs	71	2.23	23	2.22	14	2.14	25	2.25	19	2.21	3	1.34	155	2.20
Post Secondary Schools	68	2.01	22	2.36	14	2.07	24	2.04	21	1.71	3	1.34	152	2.01
Apprenticeship Program	80	1.77	26	1.65	17	2.00	22	1.91	21	1.95	3	1.34	169	1.80
Military Programs	76	1.84	26	2.00	15	2.34	22	2.18	19	1.84	3	1.34	161	1.95
MOIS School Subjects	76	1.85	25	1.88	14	2.14	22	2.27	23	3.39	3	1.34	163	2.14

*Based on a five point scale where 1 = very good and 5 = very poor.

Table XXIII

Average Rating of Completeness of MOIS*

MOIS File	Schools K-12 N	Schools K-12 $\bar{X}$	Schools Post. Sec. N	Schools Post. Sec. $\bar{X}$	Library N	Library $\bar{X}$	Voc Rehab N	Voc Rehab $\bar{X}$	MESC N	MESC $\bar{X}$	CETA N	CETA $\bar{X}$	Total N	Total $\bar{X}$
MOISCRIPT	71	1.76	32	1.72	18	1.89	25	1.88	21	2.00	3	1.34	170	1.81
Post Secondary Programs	68	1.96	31	1.97	17	2.18	25	2.00	19	1.95	3	1.34	163	1.98
Post Secondary Schools	68	1.92	30	2.10	16	1.88	25	2.04	21	1.95	3	1.34	163	1.96
Apprenticeship Program	75	1.92	26	1.85	16	2.31	26	2.15	21	2.48	3	1.34	167	2.04
Military Programs	72	2.18	25	2.04	15	2.40	26	2.54	19	2.32	3	1.34	160	2.24
MOIS School Subjects	71	1.94	23	2.13	15	2.20	26	2.31	21	1.95	3	1.34	159	2.04

*Based on a five point scale where 1 = very good and 5 = very poor.

Table XXIV

Average Rating of Organization of MOIS*

MOIS File	Schools K-12 N	Schools K-12 $\bar{x}$	Schools Post. Sec. N	Schools Post. Sec. $\bar{x}$	Library N	Library $\bar{x}$	Voc Rehab N	Voc Rehab $\bar{x}$	MESC N	MESC $\bar{x}$	CETA N	CETA $\bar{x}$	Total N	Total $\bar{x}$
MOISCRIPT	100	1.53	35	1.29	20	1.40	29	1.52	21	1.57	4	1.50	209	1.48
Post Secondary Programs	96	1.73	35	1.75	19	1.84	29	1.83	21	1.76	4	1.50	205	1.76
Post Secondary Schools	93	1.79	33	1.91	19	1.68	28	2.04	21	1.86	4	1.50	198	1.84
Apprenticeship Program	76	1.80	32	1.69	17	1.88	25	1.88	21	1.81	3	1.34	174	1.79
Military Programs	72	2.03	32	1.91	16	2.19	25	2.16	21	2.05	3	1.34	169	2.03
MOIS School Subjects	73	1.94	31	2.06	16	1.88	25	2.20	19	1.84	3	1.34	167	1.97

*Based on a five point scale where 1 = very good and 5 = very poor.

Information Provided by Clients

At each of the agencies of interest, information regarding MOIS was obtained from clients. Since clients are the ultimate group of interest, it was felt that their input would be most valuable in the evaluation of the MOIS program. In obtaining the information from clients, it was decided that demographic information regarding respondents would be useful. Table XXV contains a summary of the ages of the client users (this question was not included for the K-12 clients). A review of this table reveals that the model age category differed across agencies. The vast majority of non K-12 users, however, were between the ages of 18 and 40.

For students in the K-12 settings, respondents were asked to indicate their grade level. As might be expected, the largest number of responses were in the high school grades (tenth through twelfth) with a considerable reduction in frequency for the lower grades, particularly below seventh grade. Table XXVI contains these results.

Respondents were next asked to provide the reason(s) why they had opted to use MOIS. Six reasons were provided. Respondents could choose as many as applied. Table XXVII contains a summary of these results. Across all agencies, the most commonly given reason for using MOIS was to explore a career. The reason selected least often was to investigate military programs.

In addition to general demographic information, clients were asked a series of questions regarding the MOIS Structured Search.

Table XXV

Summary of Client Ages for Non K-12 School Agencies

Age	Post Secondary N	Post Secondary %	Voc. Rehab. N	Voc. Rehab. %	MESC N	MESC %	CETA N	CETA %	Library N	Library %	Total N	Total %
< 18	15	12	0	0	1	3	0	0	7	47	23	11.5
18-21	65	54	6	23	3	8	0	0	3	20	77	38.5
22-30	18	15	18	69	16	46	0	0	4	26	56	28.0
31-40	13	11	4	8	12	34	1	100	0	0	30	15.0
41-50	8	6	0	0	2	6	0	0	1	7	11	5.5
> 50	2	2	0	0	1	3	0	0	0	0	3	1.5
								TOTAL			200	100.00

Table XXVI

Grade Levels of Students in K-12 Schools
Responding to the Survey

Grade	Number	Percent
<7th	16	1.1
7	96	6.3
8	226	14.9
9	184	12.1
10	297	19.5
11	312	20.5
12	364	23.9
Out of School	6	.4
Adult	19	1.3
Total	1520	100.00

Table XXVII
Reasons Clients Use MOIS*

Item	Student N	Student %	Post Secondary N	Post Secondary %	Voc. Rehab. N	Voc. Rehab. %	MESC N	MESC %	CETA N	CETA %	Library N	Library %	Total N	Total %
To select a career.	434	28	39	32	20	77	11	30	1	100	4	26	509	18.20
To explore a career (find out about job characteristics and/or requirements).	1287	84	114	94	16	61	32	89	1	100	14	93	1464	52.37
To find out about school programs.	176	11	20	16	2	8	8	22	0	0	1	7	207	7.40
To find out about schools, colleges and/or universities.	371	24	29	24	1	4	9	25	0	0	1	7	411	14.70
To find out about apprenticeship programs.	105	7	7	6	2	8	4	11	0	0	0	0	118	4.22
To find out about military programs.	84	5	2	2	0	0	1	3	0	0	0	0	87	3.11
													2796	100

*Respondents were asked to check all response options which applied. The percentages, therefore, may total more than 100%.

The majority of respondents from each agency indicated that they did complete the MOIS Structured Search. College clients used the Structured Search more than the other clients (91%). The percentage of clients who used the MOIS Structured Search for the other groups was as follows: MESC 81%, Vocational Rehabilitation 80%, K-12 students 69%, and library 61%.

Clients were also asked if they had completed any other career interest inventory. A large proportion indicated this to be the case. College clients most frequently used an additional career interest inventory (68%). This was followed by Vocational Rehabilitation clients (64%), MESC clients (50%), students K-12 (41%), and libraries (28%).

For those clients who had used the MOIS Structured Search, they were asked to indicate how easy it was for them to relate to each of the seven MOIS concepts. Table XXVIII summarizes these findings. As was found with the staff, it appears that the clients could easily relate to the MOIS concepts. All means were equal to or below 3.0 which falls on the easy side of the continuum. As was the case with the staff responses, it appeared temperaments were considered to be the most difficult of the concepts. However, unlike the staff responses there did not appear to be any concept which was most easy for clients across all agencies.

As was the case with the staff, clients were asked to indicate their overall ratings regarding MOIS. Table XXIX contains a summary of how successful clients felt MOIS had been in providing them with the career information they needed. The majority of

Table XXVIII

Average Client Understanding of MOIS Concepts*

Item	Students N	Students $\bar{x}$	Post Secondary N	Post Secondary $\bar{x}$	Voc. Rehab. N	Voc. Rehab. $\bar{x}$	MESC N	MESC $\bar{x}$	CETA N	CETA $\bar{x}$	Library N	Library $\bar{x}$	Total N	Total $\bar{x}$
Interest (data, people, things)	1021	1.8	108	1.7	22	1.7	28	1.7	1	1.0	9	2.1	1189	1.8
Temperaments (accuracy, directing, logic, repetition, variety, etc.)	1015	2.3	109	2.0	20	2.0	25	2.0	1	3.0	8	2.4	1178	2.3
Area of Work	1004	1.9	110	1.8	20	1.8	25	1.7	1	3.0	9	2.4	1169	1.9
Physical Strengths	1005	1.9	111	1.7	21	1.9	26	1.8	1	1.0	9	2.0	1173	1.9
Physical Capabilities	996	2.0	110	1.8	19	1.6	26	1.6	1	1.0	9	2.1	1161	2.0
Working Conditions	1000	1.8	110	1.7	20	1.9	26	1.8	1	1.0	9	2.4	1166	1.8
Education	1012	2.0	110	1.7	20	2.1	26	1.9	1	1.0	9	1.9	1178	2.0

*Based on a five point scale where 1 = very easy and 5 = very difficult

Table XXIX
Client Ratings As To Success of MOIS*

Rating	Students N	Students %	Post Secondary N	Post Secondary %	Voc. Rehab. N	Voc. Rehab. %	MESC N	MESC %	CETA N	CETA %	Library N	Library %	Total N	Total %
1	437	32	40	34	4	14	7	26	0	0	6	46	494	31.74
2	613	45	52	45	15	54	8	30	1	100	5	38	694	44.60
3	256	19	22	19	5	18	6	22	0	0	1	8	290	18.64
4	37	2	1	1	4	14	3	11	0	0	0	0	45	2.90
5	28	2	1	1	0	0	3	11	0	0	1	8	33	2.12
	$\bar{x}$ = 1.98		$\bar{x}$ = 1.89		$\bar{x}$ = 2.32		$\bar{x}$ = 2.52		$\bar{x}$ = 2.0		$\bar{x}$ = 1.85		1556	99.99
													$\bar{X}$ = 1.99	

*Based on a 5 point scale where 1 = very successful and 5 = not at all successful.

Table XXX

Client Ratings As To Ease In Using of MOIS*

Rating	Students N	Students %	Post Secondary N	Post Secondary %	Voc. Rehab. N	Voc. Rehab. %	MESC N	MESC %	CETA N	CETA %	Library N	Library %	Total N	Total %
1	648	47	74	64	6	23	13	48	1	100	9	69	751	48.27
2	481	35	30	26	13	50	5	19	0	0	3	23	532	34.19
3	188	14	10	8	4	15	3	11	0	0	1	8	206	13.23
4	33	2	2	2	2	8	3	11	0	0	0	0	40	2.57
5	23	2	0	0	1	4	3	11	0	0	0	0	27	1.73
	$\bar{x}$ = 1.76		$\bar{x}$ = 1.48		$\bar{x}$ = 2.19		$\bar{x}$ = 2.19		$\bar{x}$ = 1.00		$\bar{x}$ = 1.38		1556	99.99
													$\bar{X}$ = 1.75	

*Based on a 5 point scale where 1 = very easy and 5 = very difficult.

respondents from each agency revealed that MOIS had been successful. This is further supported by the data provided in Table XXX which indicates a rating as to how easy clients felt it had been for them to understand and use MOIS. Overall, there is little question that clients, like staff, are very much in favor of the MOIS program.

Career Information Needs and How Well MOIS Meets These Needs

This section of the report will focus upon the first two objectives of the evaluation: first, the identification of the information needs of the various populations served by Michigan agencies who use MOIS; secondly, identification of the extent to which the MOIS program meets these career information needs. To obtain this information the staff member and client surveys included a listing of potential career information needs which had been gleaned from discussions with MOIS clients and staff, government documentation, and related research in the area of career education. For each item, respondents indicated how important this information was for the client to make a career decision. Then the respondent indicated how well they felt MOIS provided this information. For both items, a five point scale was utilized. It was decided that since the staff would be responding for their clients in general, whereas clients would be responding for their own individual situation, all findings, conclusions and recommendations would be based upon staff similiarities and differences highlighted.

Table XXXI provides a summary of the importance ratings for each of the general career needs provided on the survey by the staff. It should be remembered when viewing this table that elementary educators did not respond to the last four items since they do not pertain to elementary level clients. This table is useful in indicating by agency which career information items are rated to be important by the staff members who

Table XXVI

Importance Ratings for Each of the General Career Information Needs: Staff*

Needs	Schools K-12 N	Schools K-12 $\bar{x}$	Schools Post. Sec. N	Schools Post. Sec. $\bar{x}$	Library N	Library $\bar{x}$	Voc Rehab N	Voc Rehab $\bar{x}$	MESC N	MESC $\bar{x}$	CETA N	CETA $\bar{x}$	Total $\bar{X}$
1. Purpose of the job.	376	2.0	32	1.9	22	1.9	34	2.0	22	2.3	3	2.0	2.00
2. Product(s) made or services provided by the job.	372	2.4	33	2.3	22	2.1	33	2.4	23	2.8	3	3.0	2.40
3. Major duties involved.	378	1.6	33	1.4	22	1.5	33	1.7	23	1.9	3	1.0	1.60
4. Specializations within an occupation (e.g. a doctor may specialize in surgery).	374	2.3	33	1.9	23	2.3	32	2.3	22	2.6	3	2.3	2.29
5. Machines, tools, equipment and work aids used on the job.	379	2.3	33	2.4	23	2.3	33	2.0	23	2.4	3	3.3	2.30
6. Physical working conditions.	377	2.1	33	1.9	23	1.9	32	1.8	22	2.0	3	1.7	2.05
7. Working hours and schedules (including overtime, seasonality, and travel).	376	2.2	33	2.2	24	2.0	32	2.4	22	2.3	3	1.7	2.20
8. Costs for tools, equipment, and supplies the worker must furnish.	378	2.7	33	2.6	21	2.6	32	2.9	23	2.7	3	2.7	2.70
9. Dress requirements	377	2.9	33	3.0	21	2.8	32	3.1	23	3.1	3	3.3	2.93
10. Union or association membership requirements.	378	3.1	33	2.7	21	2.6	32	2.9	23	3.1	3	3.7	3.04
11. Licensing, certification requirements.	374	2.3	33	1.9	23	2.2	31	2.3	23	2.6	3	2.3	2.20
12. Special requirements such as citizenship, language, etc.	375	2.0	33	1.9	24	1.5	31	1.8	21	1.7	3	2.0	1.93
13. Personal interests a worker should have (e.g. like to work with things or people).	375	2.1	33	2.0	22	1.5	31	2.0	22	2.0	3	2.7	2.06
14. Aptitudes or abilities a worker should have (e.g. be able to speak and write well).	374	2.5	33	2.4	23	1.9	31	2.7	23	3.1	3	2.7	2.51
15. Temperaments a worker should have (e.g. be able to work in a stressful job).	371	2.4	33	2.3	21	1.8	31	2.0	23	1.9	3	2.0	2.31
16. Physical strengths required (e.g. be able to lift 50 lbs.).	374	2.2	33	1.9	22	1.8	31	2.0	23	2.2	3	2.0	2.14
17. Physical capabilities required (e.g. be able to balance well).	373	2.7	33	2.4	22	2.3	31	2.7	23	2.8	3	3.3	2.67
18. Safety hazards of the job.	373	1.9	33	2.1	22	1.3	31	1.6	23	1.7	3	1.7	1.86
19. Job skills required.	373	2.0	33	1.8	23	1.5	30	2.2	23	2.1	3	2.7	1.98
20. Job skill standards required (e.g. be able to type 60 words per minute.	373	2.4	33	2.6	24	2.1	31	1.2	25	2.7	3	3.3	2.43

Needs	Schools K-12 N	Schools K-12 $\bar{x}$	Schools Post. Sec. N	Schools Post. Sec. $\bar{x}$	Library N	Library $\bar{x}$	Voc Rehab N	Voc Rehab $\bar{x}$	MESC N	MESC $\bar{x}$	CETA N	CETA $\bar{x}$	Total $\bar{x}$
21. Other careers that are similar to a given career.	371	3.1	33	3.0	21	2.8	31	3.0	23	3.1	3	3.7	3.08
22. Job earnings for your local area (beginning earnings, average earnings, and ranges).	371	3.4	33	3.2	21	3.1	31	3.0	23	3.2	3	4.0	3.36
23. Job earnings for Michigan (beginning earnings, average earnings, and ranges).	372	3.4	33	3.3	21	3.1	33	3.1	23	3.3	3	3.7	3.36
24. Job earnings on a national level (beginning earnings, average earnings, and ranges).	376	1.5	33	1.6	24	1.3	31	1.4	23	1.7	3	1.7	1.50
25. Fringe benefits available (including retirement, insurance, sick leave, vacations, etc.).	376	1.7	32	2.6	23	2.2	31	2.5	23	2.4	3	2.7	1.88
26. Promotion/advancement possibilities.	373	1.8	33	2.0	22	1.8	32	1.7	23	2.1	3	2.0	1.82
27. Average length of time it takes to get a promotion.	372	2.0	32	2.3	21	2.0	31	2.0	23	2.1	3	2.0	2.02
28. Outlook for job availability in your local area.	367	2.4	33	2.7	19	2.3	31	2.2	23	2.4	3	2.7	2.41
29. Outlook for job availability for Michigan.	228	2.3	30	2.2	20	2.2	27	2.7	20	2.0	3	2.3	2.30
30. Outlook for job availability for the nation.	243	2.0	33	[illegible]	22	1.9	29	1.9	20	2.0	3	1.3	1.96
31. The number or percent of male and female employees.	244	2.1	34	1.9	22	1.9	30	2.0	20	1.8	3	1.3	2.04
32. The number or percent of minority employees.	231	2.2	33	2.2	22	2.1	30	2.2	20	2.2	3	1.7	2.20
33. The average age of the employees.	241	2.1	33	1.9	22	2.1	30	2.1	20	2.0	3	1.7	2.07
34. Education and training required for the job.	240	2.2	33	2.0	21	2.2	30	2.1	20	2.2	3	2.0	2.17
35. High school courses useful to prepare for the job.	232	2.3	30	2.2	20	2.1	28	2.3	20	2.1	3	2.0	2.26
36. How to enter an occupation.	288	1.9	34	1.7	21	1.8	30	1.8	20	2.0	3	1.7	1.87
37. On the job training available.	235	2.0	31	2.0	18	1.8	20	2.2	19	2.3	3	2.3	2.03
38. Subsidized training available.	247	2.1	32	1.9	19	2.1	29	1.9	20	2.6	3	2.3	2.09
39. Prior work experience needed for a job.	256	2.4	33	2.5	21	1.8	29	2.4	19	2.8	3	2.3	2.40
40. Where to write to find more information about a job.	242	2.1	34	2.1	21	1.7	30	2.1	20	2.3	3	2.0	2.09
41. Opportunities available to observe or "job shadow".	236	2.4	32	2.3	21	2.0	28	2.0	20	2.3	3	2.3	2.33
42. Opportunities available to locate summer work and/or part-time work.	234	2.5	31	2.5	20	1.9	29	2.5	20	2.3	3	2.3	2.45
43. Opportunities available for a work study or co-op employment.	230	2.4	31	2.1	21	2.3	29	2.2	19	2.3	3	2.3	2.34
44. Availability of current job openings in your local area.	218	2.8	28	2.9	20	2.7	28	3.1	18	2.7	3	2.7	2.82

*Based on a five point scale where 1 = extremely important and 5 = not at all important

responded to the surveys. The scale was developed so that the lower the value obtained, the more important the information was in making a career decision.

The majority of needs for each of the agencies fell within the 2.0 - 2.9 range. Thus, the staff generally perceived the information items offered ranging from very to moderately important in the career decision making process of their clients. In viewing this table, it is interesting to note that for two of the needs each of the agencies obtained an average rating between extremely important and very important. These two needs were: major duties involved, and job earnings on a national level (beginning earnings, average earnings, and ranges). By the same token there were two needs which obtained average ratings between 3.0 and 4.0 from each of the groups responding, which reflects that this career information was perceived by staff to be moderately to not very important in the career decision making process of their clients. These two needs were: job earnings for the local area (beginning earnings, average earnings, and ranges), and job earnings for Michigan (beginning earnings, average earnings, and ranges).

In reviewing client responses, it appeared that there was much similarity in the responses of clients and staff. The two information needs rated by staff as being extremely important were also rated extremely important by clients as were the two needs indicated as not very important. These data are found in Appendix G.

Table XXXII is a summary of the general career information needs rated as highly important by the responding staff. Inspecting this table reveals that there is much commonality in the ratings across the agencies. Of the needs provided on the survey, there were ten which were rated relatively high by all agencies. It is important to consider these needs primarily when viewing the extent to which MOIS provides this information. These needs include:

1* Physical working conditions.

2* Special requirements such as citizenship, language, etc.

3* Physical strengths required

4 Safety hazards of the job

5* Promotion/advancement possibilities

6* Outlook for job availability for the nation

7 Number or percent of male and female employees

8 Average age of employees

9 Education and training required for the job

10* How to enter an occupation

*Also rated important by all client groups.

One point which must be made is that although there was commonality across the agencies relative to the importance of career information needs, specific agencies may have specific needs not common to other agency types. Table XXXII, therefore, needs to be examined with this thought in mind.

Table XXXII

Summary of High Rated General Career Information Needs: Staff*

Needs	Schools K-12	Post Secondary	Library	Voc. Rehab.	MESC	CETA
1. Purpose of the job.	X	X	X	X		X
2. Product(s) made or services provided by the job.			X			
3. Major duties involved.	X	X	X	X	X	X
4. Specializations within an occupation (e.g. a doctor may specialize in surgery).		X				
5. Machines, tools, equipment and work aids used on the job.				X		
6. Physical working conditions.	X	X	X	X	X	X
7. Working hours and schedules (including overtime, seasonality, and travel).	X	X	X			X
8. Costs for tools, equipment, and supplies the worker must furnish.						
9. Dress requirements.						
10. Union or association membership requirements.						
11. Licensing, certification requirements.		X	X			
12. Special requirements such as citizenship, language, etc.	X	X	X	X	X	X
13. Personal interests a worker should have (e.g. like to work with things or people).	X	X	X	X	X	
14. Aptitudes or abilities a worker should have (e.g. be able to speak and write well).			X			
15. Temperaments a worker should have (e.g. be able to work in a stressful job).		X	X	X	X	X
16. Physical strengths required (e.g. be able to lift 50 lbs.).	X	X	X	X	X	X
17. Physical capabilities required (e.g. be able to balance well).						
18. Safety hazards of the job.	X	X	X	X	X	X
19. Job skills required.	X	X	X	X	X	
20. Job skill standards required (e.g. be able to type 60 words per minute).		X	X			

Needs	Schools K-12	Post Secondary	Library	Voc. Rehab.	MESC	CETA
21. Other careers that are similar to a given career.						
22. Job earnings for your local area (beginning earnings, average earnings, and ranges).						
23. Job earnings for Michigan (beginning earnings, average earnings, and ranges).						
24. Job earnings on a national level (beginning earnings, average earnings, and ranges).	X	X	X	X	X	X
25. Fringe benefits available (including retirement, insurance, sick leave, vacations, etc.).	X		X			
26. Promotion/advancement possibilities.	X	X	X	X	X	X
27. Average length of time it takes to get a promotion.	X		X	X	X	X
28. Outlook for job availability in your local area.				X		
29. Outlook for job availability for Michigan.		X	X		X	
30. Outlook for job availability for the nation.	X	X	X	X	X	X
31. The number or percent of male and female employees.	X	X	X	X	X	X
32. The number or percent of minority employees.	X	X		X	X	X
33. The average age of the employees.	X	X	X	X	X	X
34. Education and training required for the job.	X	X	X	X	X	X
35. High school courses useful to prepare for the job.		X	X		X	X
36. How to enter an occupation.	X	X	X	X	X	X
37. On the job training available.	X	X	X	X		
38. Subsidized training available.	X	X	X	X		
39. Prior work experience needed for a job.			X			
40. Where to write to find more information about a job.	X	X	X	X		X
41. Opportunities available to observe or "job shadow".			X	X		
42. Opportunities available to locate summer work and/or part-time work.			X			
43. Opportunities available for a work study or co-op employment.		X		X		
44. Availability of current job openings in your local area.						

*An X indicates that the career information need was rated as important to clients by the agency.

In addition to the general career information needs there was a list of career information needs specifically for post-secondary programs, post-secondary schools, apprenticeship programs, and military programs. Staff members from all agencies (with the exception of elementary and middle school) rated these needs in the same way as they did the general career information needs. Table XXXIII indicates the mean responses to these items by agency. An inspection of the table indicates that one of the needs received mean ratings of 2.0 or less from each of the responding agencies. This is to be considered a non-general career information need perceived as very important for clients by the responding staff. This need was stated as "financial aid available for post-secondary schooling". Another non-general career information need (also in post-secondary schools section) obtained mean ratings of at least 3.0 from each of the responding agencies. This indicates a need which is, at best, moderately or not very important for clients. This need was stated as, "current percent of minority students enrolled".

A further investigation of the table reveals that of all agencies responding, MESC offices tended to rate the post-secondary programs, post-secondary schools, and apprenticeship programs less important as information needs for clients than did the other agencies. Conversely, library sites tended to rate all the programs as more important career information needs than did the other agencies.

Appendix H contains client responses to the same set of items. Clients' responses were quite similar to staff responses

Table XXXIII

Importance of Non-General Career Information Needs of Clients: Staff Responses*

	High School		Post. Sec. School		Library		Voc Rehab		MESC		CETA		Total
	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	$\bar{x}$
POST SECONDARY PROGRAMS (Information about Educational Programs)													
1. Where in Michigan a program offered.	232	1.8	32	1.7	21	1.6	32	1.7	22	2.2	3	1.7	1.79
2. Where in the nation a program offered.	231	2.5	31	2.6	20	2.3	31	2.8	21	2.9	3	2.7	2.55
3. How long does it take to complete a program.	231	1.8	31	1.8	21	1.8	31	1.8	22	2.0	3	1.7	1.81
4. Skills learned from the program.	231	1.9	30	2.9	20	1.8	32	1.9	22	2.0	3	2.3	1.99
5. Cost of the program.	231	1.8	31	1.9	20	1.5	31	1.9	22	2.0	3	2.0	1.82
POST SECONDARY SCHOOLS (Information about Schools)													
1. Admission requirements.	218	1.7	32	1.8	20	1.4	31	1.9	22	2.0	3	2.0	1.74
2. Where to apply.	217	1.8	33	1.9	19	1.6	31	2.0	22	2.1	3	2.3	1.85
3. When to apply.	218	1.8	32	1.9	20	1.6	30	2.2	22	2.1	3	2.3	1.86
4. Courses required.	218	1.8	31	1.9	19	1.5	31	1.9	22	2.0	3	1.7	1.80
5. Current tuition rates.	217	1.9	32	1.8	19	1.4	29	2.2	22	2.9	3	1.7	1.95
6. Financial aid available for post secondary schooling.	215	1.9	32	1.8	19	1.6	30	1.8	22	1.8	3	2.0	1.86
7. Housing opportunities.	217	2.5	32	2.4	20	2.3	31	2.4	22	2.5	3	2.3	2.46
8. Size of the school.	217	2.6	32	2.7	20	2.6	31	2.7	22	3.5	3	3.3	2.69
9. Current percent of minority students enrolled.	218	3.4	32	3.2	19	3.0	30	3.2	22	3.5	3	3.7	2.13
10. Where to write for more information about a school.	213	2.1	32	2.0	20	1.8	30	2.3	22	2.5	3	2.7	2.12
APPRENTICESHIP PROGRAMS													
1. The availability of occupational training through an apprenticeship program.	213	1.9	28	2.3	16	1.6	31	2.0	22	2.0	3	1.7	1.94
2. Where apprenticeship programs are located.	212	1.9	28	2.4	16	1.7	30	1.9	22	2.0	3	1.7	1.93

	High School		Post. Sec. School		Library		Voc Rehab		MESC		CETA		Total
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	$\bar{X}$
3. Requirements for entry in an apprenticeship program.	211	1.8	28	2.2	16	1.6	30	1.8	22	1.9	3	1.7	1.83
4. How to get into an apprenticeship program.	212	1.8	28	2.1	16	1.5	31	1.6	22	2.1	3	1.7	1.81
5. When to apply for an apprenticeship program.	211	2.0	28	2.3	16	1.8	30	2.0	22	2.0	3	2.0	2.02
6. How long it takes to complete an apprenticeship program.	212	1.9	28	2.4	16	1.6	31	2.1	22	2.1	3	2.0	1.96
7. Where to write for more information about an apprenticeship program.	35	2.0	28	2.4	16	1.8	31	2.2	22	2.3	3	2.3	2.16
MILITARY PROGRAMS													
1. What civilian job does a military experience qualify one for.	209	2.1	26	2.5	16	1.9	29	2.7	20	2.4	3	2.7	2.20
2. Does the military offer training for a particular job.	209	2.0	26	2.8	16	2.0	30	2.7	20	2.4	3	2.7	2.17
3. What job skills can be learned from a military training program.	209	2.0	26	2.7	16	1.9	29	3.0	20	2.3	3	2.7	2.17
4. Where on the civilian career ladder a person could be after one term in the military service.	208	2.3	26	2.8	16	2.2	30	2.8	20	2.5	3	2.7	2.40
5. Earnings received from the military for career positions.	208	2.2	24	2.9	16	2.2	29	2.9	20	2.5	3	2.7	2.34

*Based on a five point scale where 1 = extremely important and 5 = not at all important.

in terms of the importance of financial aid available for post secondary schooling. They were also in agreement with the staff in rating the percent of minority students enrolled as a need which is not very important.

Knowing which information needs were important was useful in a general sense. For this study, however, it is more important to determine how well MOIS provided this information. Table XXXIV provides a summary of the responses to this concern. In regard to K-12 schools, it appears that none of the career information needs considered important were addressed less than adequately by MOIS. However, future MOIS revisions might include more information regarding some of the following needs:

1. Personal interests a worker should have.
2. Fringe benefits available.
3. Promotion/advancement possibilities
4. Average length of time it takes to get a promotion.
5. The number or percent of male and female employees.
6. The number and percent of minority employees.
7. The average age of the employees.
8. On the job training available.

For post secondary schools all needs rated as important were at least adequately met. For future revisions, however, certain needs may wish to be addressed. These include:

1. Physical working conditions.
2. Working hours and schedules.
3. Personal interests a worker should have.
4. Temperaments a worker should have.

Table XXXIV

Average Ratings as to How Well MOIS Provides Various Kinds of General Career Information: Staff*

Needs	Schools K-12 N	Schools K-12 $\bar{X}$	Schools Post. Sec. N	Schools Post. Sec. $\bar{X}$	Library N	Library $\bar{X}$	Voc Rehab N	Voc Rehab $\bar{X}$	NESC N	NESC $\bar{X}$	CETA N	CETA $\bar{X}$	Total $\bar{X}$
1. Purpose of the job.	372	2.1*	33	1.9*	23	1.8*	31	2.2*	23	2.0	3	2.3*	2.08
2. Product(s) made or services provided by the job.	375	2.5	32	2.5	21	2.0*	31	2.9	23	2.4	3	2.7	2.50
3. Major duties involved.	378	1.9*	32	1.7*	23	2.1*	30	1.9*	23	2.1*	3	1.0*	1.90
4. Specializations within an occupation (e.g. a doctor may specialize in surgery).	377	1.8	33	1.7*	23	1.7	31	1.8	23	1.9	3	1.0	1.79
5. Machines, tools, equipment and work aids used on the job.	374	2.1	33	1.9	21	2.0	31	1.8*	23	1.9	3	1.0	2.05
6. Physical working conditions.	374	2.2*	33	2.5*	21	2.0*	31	1.5*	23	2.3*	3	2.0*	2.17
7. Working hours and schedules (including overtime, seasonality, and travel).	371	2.3*	33	2.5*	21	2.2*	31	1.7	23	2.2	3	2.0*	2.26
8. Costs for tools, equipment, and supplies the worker must furnish.	372	2.5	33	2.3	20	1.9	31	2.2	23	2.2	3	2.3	2.43
9. Dress requirements	369	1.7	33	1.5	23	1.4	31	1.6	23	2.0	3	1.3	1.68
10. Union or association membership requirements.	370	1.8	33	1.7	20	1.6	30	1.9	22	1.9	3	2.0	1.80
11. Licensing, certification requirements.	368	2.2	33	2.2*	22	2.2*	32	2.0	22	1.9	3	2.0	2.17
12. Special requirements such as citizenship, language, etc.	369	2.1*	33	2.1*	24	1.9*	32	2.4*	23	2.8*	3	3.0*	2.15
13. Personal interests a worker should have (e.g. like to work with things or people).	254	2.7*	33	2.9*	21	2.8*	29	2.9*	23	3.0*	3	3.0	2.76
14. Aptitudes or abilities a worker should have(e.g. be able to speak and write well).	244	2.4	33	2.5	23	2.4*	32	2.9	23	2.8	3	2.7	2.48
15. Temperaments a worker should have (e.g. be able to work in a stressful job).	242	2.5	33	2.6*	21	2.4*	30	2.8*	23	2.8*	2	3.0*	2.55
16. Physical strengths required (e.g. be able to lift 50 lbs.).	242	2.1*	33	2.1*	21	1.7*	30	1.8*	23	1.9*	3	1.7*	2.03
17. Physical capabilities required (e.g. be able to balance well).	24	2.3	4	2.8	1	4.0	2	2.0	3	1.7			2.34
18. Safety hazards of the job.	366	1.9*	33	1.7*	21	1.8*	31	2.0*	20	2.0*	3	2.0*	1.89
19. Job skills required.	362	2.1*	32	1.8*	22	2.1*	30	2.2*	20	2.0*	3	2.0	2.08
20. Job skill standards required (e.g. be able to type 60 words per minute.	371	1.6	35	1.4*	22	1.9*	30	1.7	20	1.9	3	1.7	1.62

Needs	Schools K-12 N	Schools K-12 $\bar{x}$	Schools Post. Sec. N	Schools Post. Sec. $\bar{x}$	Library N	Library $\bar{x}$	Voc Rehab N	Voc Rehab $\bar{x}$	MESC N	MESC $\bar{x}$	CETA N	CETA $\bar{x}$	Total $\bar{x}$
21. Other careers that are similar to a given career.	363	2.1	33	2.0	21	2.2	30	2.0	19	2.2	3	2.0	2.09
22. Job earnings for your local area (beginning earnings, average earnings, and ranges).	367	2.1	32	2.0	22	2.0	30	2.0	20	1.9	3	2.0	2.03
23. Job earnings for Michigan (beginning earnings, average earnings, and ranges).	371	1.9	32	1.9	22	2.0	30	2.0	20	1.9	3	1.3	1.91
24. Job earnings on a national level (beginning earnings, average earnings, and ranges).	367	2.3*	31	2.1*	22	2.1*	28	2.6*	20	2.3*	3	2.3*	2.30
25. Fringe benefits available (including retirement, insurance, sick leave, vacations, etc.).	341	2.8*	29	2.8	21	2.7*	29	3.3	20	3.0	3	2.7	2.84
26. Promotion/advancement possibilities.	340	2.7*	30	2.8*	22	2.9*	29	3.0*	20	2.9*	3	3.3*	2.75
27. Average length of time it takes to get a promotion.	343	2.6*	27	2.5	22	2.5*	28	2.5*	20	2.5*	3	3.0*	2.58
28. Outlook for job availability in your local area.	360	2.0	33	1.9	21	1.6	29	2.1*	20	1.9	3	2.3	1.98
29. Outlook for job availability for Michigan.	239	2.1	34	1.9*	22	1.9*	29	2.2	20	2.1*	3	3.0	2.08
30. Outlook for job availability for the nation.	235	2.4*	33	2.4*	21	2.4*	27	2.6*	20	2.5*	3	3.0*	2.43
31. The number or percent of male and female employees.	214	2.7*	32	2.4*	22	2.3*	28	2.9*	17	2.6*	3	3.0*	2.66
32. The number or percent of minority employees.	205	2.7*	31	2.6*	20	2.3	25	3.2*	16	2.8*	3	3.3*	2.72
33. The average age of the employees.	239	2.6*	28	2.8*	19	2.8*	26	3.2*	16	3.0*	3	3.3*	2.70
34. Education and training required for the job.	235	1.9*	34	1.6*	22	1.7*	31	1.8*	20	1.9*	3	2.0*	1.85
35. High school courses useful to prepare for the job.	214	2.1	31	1.9*	21	2.0*	27	2.2	19	2.4*	3	2.7*	2.11
36. How to enter an occupation.	205	2.4*	30	2.3*	20	1.9*	31	2.3*	20	2.2*	3	3.0*	2.34
37. On the job training available.	203	2.5*	26	2.4*	22	2.3*	30	2.8*	20	3.0	3	2.3	2.54
38. Subsidized training available.	244	2.2*	26	2.8*	21	3.6*	28	3.1*	18	3.2	3	3.0	2.40
39. Prior work experience needed for a job.	243	2.3	25	2.5	21	2.3*	29	2.8	19	2.7	3	2.3	2.38
40. Where to write to find more information about a job.	234	1.8*	30	1.6*	22	1.5*	30	2.2*	20	2.3	3	1.7*	1.83
41. Opportunities available to observe or "job shadow".	186	3.0	23	2.9	21	2.7*	23	3.1*	17	3.2	3	3.3	2.99
42. Opportunities available to locate summer work and/or part-time work.	192	3.2	23	3.1	21	2.8*	25	3.0	17	3.4	3	3.7	3.16
43. Opportunities available for a work study or co-op employment.	284	3.1	23	2.9*	19	2.8	26	3.3*	18	3.3	3	3.3	3.10
44. Availability of current job openings in your local area.	199	3.2	27	3.2	18	3.0	27	3.3	16	3.8	3	4.3	3.24

*Based on a five point scale where 1 = very good and 5 = very poor. Asterisks indicate that the career information need was rated as important to clients by the agency.

5. Promotion/advancement possibilities.
6. The number and percent of minority employees.
7. The average age of employees.
8. Subsidized training available.
9. Opportunities available for work study or co-op employment.

A similar situation exists for libraries with at least adequate ratings of all important career information needs. Information needs which may be supplemental in the future include:

1. Personal interests a worker should have.
2. Fringe benefits available.
3. Promotion/advancement possibilities.
4. Average length of time it takes to get a promotion.
5. The average age of employees.
6. Subsidized training available.
7. Opportunities available to observe or "job shadow".
8. Opportunities available to locate summer work and/or part time work.

The Vocational Rehabilitation Office staff indicated that for the majority of important needs, MOIS was at least adequately providing the information. However, for five needs the ratings were on the low end of the adequate range tending toward poor.

It is recommended that those five areas be addressed as soon as possible. These needs include:

1. The number or percent of minority employees.
2. The average age of employees.
3. Subsidized training available.
4. Opportunities available to observe or "job shadow".
5. Opportunities available for work study or co-op employment.

MESC offices rated all important needs as being at least adequately met; however, as has been the case with the other agencies, certain needs might well be considered for future modification. These include:

1. Special requirements such as citizenship, language, etc.
2. Personal interests a worker should have.
3. Temperaments a worker should have.
4. Promotion/advancement possibilities.
5. Average length of time it takes to get a promotion.
6. Outlook for job availability for the nation.
7. The number or percent of male and female employees.
8. The number and percent of minority employees.
9. The average age of employees.

Table XXXV includes the ratings as to how well MOIS provided the information as responded to by clients. In reviewing this table it appears that K-12 and MESC clients felt all important

Table XXXV

Average Ratings as to How Well MOIS Provides Various Kinds of General Career Information: Clients

Needs	Students	Post Sec. Schools	Voc. Rehab.	MESC	Library
1. Purpose of the job.	2.1*	2.2*	2.4*	2.4*	2.5*
2. Product(s) made or services provided by the job.	2.5	2.7	3.2	3.1	3.2
3. Major duties involved.	1.9*	1.7*	2.0*	2.2*	2.4*
4. Specializations within an occupation (e.g. a doctor may specialize in surgery).	2.0*	1.7*	2.1	2.4	2.0*
5. Machines, tools, equipment and work aids used on the job.	2.1	1.9	2.3	2.4	1.9
6. Physical working conditions.	2.6*	2.4*	2.5*	2.9*	2.8*
7. Working hours and schedules (including overtime, seasonality, and travel).	2.5*	2.5*	2.5*	2.4	2.0*
8. Costs for tools, equipment, and supplies the worker must furnish.	2.2	2.2	2.4	2.5	2.4
9. Dress requirements.	1.7	1.6	1.8	1.8	1.9
10. Union or association membership requirements.	2.4	2.0	2.1	2.3	2.4
11. Licensing, certification requirements.	2.1	1.9	2.2	2.2	2.5*
12. Special requirements such as citizenship, language, etc.	2.3*	2.2*	2.9*	2.5*	1.8*
13. Personal interests a worker should have (e.g. like to work with things or people).	2.6*	2.5*	3.3*	3.0*	2.4*
14. Aptitudes or abilities a worker should have (e.g. be able to speak and write well).	2.4*	2.3*	3.7	3.3	2.3*
15. Temperaments a worker should have (e.g. be able to work in a stressful job).	2.5*	2.4*	3.6*	3.2	2.3*
16. Physical strengths required (e.g. be able to lift 50 lbs.).	2.2*	1.9*	1.9*	2.1*	2.0*
17. Physical capabilities required (e.g. be able to balance well).	2.5	2.5	2.5*	3.8	2.0*
18. Safety hazards of the job.	2.0*	1.9*	2.2*	1.6	1.9*
19. Job skills required.	2.3*	2.1*	2.4*	2.0*	2.3*
20. Job skill standards required (e.g. be able to type 60 words per minute).	1.9	1.8	2.1	1.8	1.8

Table XXXV

Needs	Students	Post Sec. Schools	Voc. Rehab.	MESC	Library
21. Other careers that are similar to a given career.	2.2	2.1	2.3	2.0	2.3
22. Job earnings for your local area (beginning earnings, average earnings, and ranges).	2.3	2.2	2.7	2.1	2.2
23. Job earnings for Michigan (beginning earnings, average earnings, and ranges).	2.1	1.9	2.2	1.7	1.9
24. Job earnings on a national level (beginning earnings, average earnings, and ranges).	2.3*	2.1*	2.7*	2.3*	2.4*
25. Fringe benefits available (including retirement, insurance, sick leave, vacations, etc.).	3.0*	3.0*	3.3	2.7	3.4
26. Promotion/advancement possibilities.	3.0*	3.2*	3.2*	2.3*	3.9*
27. Average length of time it takes to get a promotion.	2.8*	2.7*	3.0*	2.3	3.1*
28. Outlook for job availability in your local area.	2.2	1.9	2.2	2.0	2.3*
29. Outlook for job availability for Michigan.	2.2	1.8	2.5	2.2	1.8*
30. Outlook for job availability for the nation.	2.4*	2.3*	2.9*	2.4*	2.4*
31. The number or percent of male and female employees.	2.8*	2.6*	3.0	2.3	2.4*
32. The number or percent of minority employees.	2.7	2.9*	3.2	3.1	2.6*
33. The average age of the employees.	2.6	3.3*	3.5*	2.9	3.1*
34. Education and training required for the job.	2.1	1.5*	1.8*	1.9	1.9*
35. High school courses useful to prepare for the job.	2.4	2.1	2.5	2.3	2.4
36. How to enter an occupation.	2.6*	2.1*	2.4*	2.3*	1.9*
37. On the job training available.	2.6	2.2*	2.4*	2.6*	2.1*
38. Subsidized training available.	2.2*	2.5*	2.8*	3.0*	2.0*
39. Prior work experience needed for a job.	2.2*	2.3*	2.4*	2.3*	2.1*
40. Where to write to find more information about a job.	2.3*	2.2*	2.6*	2.8*	2.0*
41. Opportunities available to observe or "job shadow".	2.9*	2.9*	3.2	2.8	2.7*
42. Opportunities available to locate summer work and/or part-time work.	3.0*	2.8*	3.3	3.3	2.4*
43. Opportunities available for a work study or co-op employment.	2.8	2.9*	3.1	3.3	2.4*
44. Availability of current job openings in your local area.	2.7	2.8	3.2	2.9	2.2

*Based on a five point scale where 1 = very good and 5 = very poor. Asterisks indicate that the career information need was rated as important to clients by the agency.

needs were adequately provided through the MOIS Program. The post-secondary clients indicated that there were two areas of need in which information was provided less than adequately through the MOIS program. These needs included: promotion/ advancement possibilities and the average age of the employees. These two areas were rated as adequately covered by staff but areas which might be modified in future revisions.

The Vocational Rehabilitation clients provided four needs which they felt were not adequately addressed through MOIS. These included the two provided by post-secondary clients as well as: personal interests a worker should have and temperaments a worker should have.

Library clients responded like post-secondary but indicated that the average length of time it would take to get a promotion is not adequately provided in the MOIS Program.

A similar analysis was performed for those special needs in the areas of post-secondary programs, post-secondary schools, apprenticeship programs and military programs. The result of this analysis can be found in Table XXXVI. The information provided in Table XXXVI indicates that for schools all career information needs rated as important are at least adequately being addressed.

Table XXXVI

Average Ratings as to How MOIS Provides Various Kinds of Non-General Career Information Needs: Staff

	High School		Post. Sec. School		Library		Voc Rehab		MESC		CETA		Total
	N	X	N	X	N	X	N	X	N	X	N	X	X
POST SECONDARY PROGRAMS (Information about Educational Programs)													
1. Where in Michigan a program offered.	211	1.8*	31	1.5*	19	1.6*	28	2.0*	18	2.0*	3	2.3*	1.79
2. Where in the nation a program offered.	197	2.7	29	3.1	18	2.8	24	2.7	17	3.2	3	2.3	2.77
3. How long does it take to complete a program.	208	1.9*	29	2.0*	19	1.9*	28	2.2*	18	1.9*	3	2.3*	1.93
4. Skills learned from the program.	205	2.3*	27	2.4	18	2.3*	25	2.1*	18	2.1*	3	2.3	2.28
5. Cost of the program.	204	2.2*	29	2.2*	19	2.1*	24	2.5*	17	2.3*	3	2.0*	2.22
POST SECONDARY SCHOOLS (Information about Schools)													
1. Admission requirements.	195	1.9*	31	1.7*	19	1.9*	25	2.4*	16	1.9*	3	2.0*	1.92
2. Where to apply.	196	1.8*	32	1.8*	19	2.0*	27	2.4*	18	1.7*	3	2.0	1.86
3. When to apply.	191	1.9*	31	2.0*	18	2.0*	24	2.6*	18	1.9*	3	2.0	1.98
4. Courses required.	194	2.1*	32	2.1*	17	2.2*	26	2.5*	18	2.0*	3	2.0*	2.13
5. Current tuition rates.	190	2.2*	32	2.2*	19	2.3*	22	2.9*	17	2.3	3	2.0*	2.27
6. Financial aid available for post secondary schooling.	185	2.3*	32	2.1*	18	2.4*	24	2.5*	16	2.7*	3	2.0*	2.32
7. Housing opportunities.	184	2.4	30	2.6	17	2.3	21	3.1	14	2.8	3	2.0	2.49
8. Size of the school.	185	2.1	29	2.1	18	2.1	22	2.8	15	2.3	3	2.0	2.16
9. Current percent of minority students enrolled.	166	2.5	26	2.2	18	2.3	20	3.1	16	2.6	3	2.0	2.50
10. Where to write for more information about a school.	187	1.9*	30	1.8*	19	1.9	24	2.5	18	2.0	3	2.0	1.95
APPRENTICESHIP PROGRAMS													
1. The availability of occupational training through an apprenticeship program.	185	2.3*	23	2.2	16	2.3*	26	2.6*	14	2.5*	3	2.3*	2.33
2. Where apprenticeship programs are located.	188	2.4*	23	2.1	16	2.2*	27	2.9*	15	2.6*	3	2.3*	2.42

	High School		Post. Sec. School		Library		Voc Rehab		MESC		CETA		Total
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	$\bar{X}$
3. Requirements for entry in an apprenticeship program.	182	2.2*	21	2.2*	15	2.5*	28	2.7*	15	2.3*	3	2.3*	2.28
4. How to get into an apprenticeship program.	178	2.5*	22	2.3*	16	2.4*	26	2.8*	14	2.8*	3	2.3*	2.52
5. When to apply for an apprenticeship program.	180	2.4*	21	2.5	16	2.4*	26	2.9*	14	3.0*	3	2.3*	2.49
6. How long it takes to complete an apprenticeship program.	182	2.2*	23	2.3	16	2.3*	26	2.8*	15	2.3*	3	2.3*	2.26
7. Where to write for more information about an apprenticeship program.	178	2.1*	23	2.0	16	2.4*	26	2.3*	15	2.3	3	2.3	2.14
MILITARY PROGRAMS													
1. What civilian job does a military experience qualify one for.	172	2.4*	19	2.4	15	2.1*	20	2.9	14	2.6	2	2.0	2.43
2. Does the military offer training for a particular job.	171	2.3*	19	2.3	15	2.1*	21	2.7	14	2.6	2	2.0	2.33
3. What job skills can be learned from a military training program.	168	2.3*	19	2.4	15	2.0*	20	2.7	14	2.8	2	2.0	2.35
4. Where on the civilian career ladder a person could be after one term in the military service.	161	2.6	18	2.8	14	2.3*	22	2.9	14	2.8	2	2.0	2.63
5. Earnings received from the military for career positions.	169	2.5*	18	2.7	14	2.3*	20	2.8	13	2.8	2	2.0	2.54

*Based on a five point scale where 1 = very good and 5 = very poor. Asterisks indicate the career information need was rated as important to clients by the agency.

Characteristics of MOIS Sites Meeting and Not Meeting Client Needs

This aspect of the evaluation was undertaken to provide insights regarding characteristics which appear to exist or not exist (in a consistent manner) in those sites which are best meeting the needs of their clients. To obtain this information, a descriptive discriminate analysis was performed. The process by which this analysis was undertaken was explained fully in an earlier section of this report.

The information provided in this section is useful for recommendations to future users regarding site characteristics which might facilitate the successful operation of MOIS. In performing this analysis, the two extreme groups ("successful" MOIS sites and "less successful" MOIS sites) included twenty-five percent of the sample for each agency. As the sample sizes for the agencies were different, the number of sites involved in this analysis varied among agencies. Results in this section will be presented by agency.

Vocational Rehabilitation Sites

The analysis of Vocational Rehabilitation sites was based upon extreme group sizes of two. Therefore, care must be given in interpretation since the sample size was so small. Nevertheless, performing the analysis even on this small a group was useful in alerting program staff regarding possible areas contributing to the successful operation of MOIS within a Vocational Rehabilitation site.

There did appear to be some differences between the two extreme groups. One such area was in terms of client access to MOIS. In the upper group, clients were either free to use MOIS anytime without an appointment or had free access once they had learned how to use MOIS. In the lower group both sites indicated that the client must always make prior arrangements to use MOIS.

Another striking difference related to how often MOIS was used by clients in various locations. The upper group indicated that the career resource room was used very often, whereas the lower group indicated a career resource room was never used. Other than the variables just mentioned, the extreme sites seemed to be almost identical.

Library

The analysis for library sites included four sites in each of the extreme groups. The analysis revealed only one variable which was markedly different between the extreme groups. This variable related to availability of career information sources in addition to MOIS. All of the library sites in the upper group indicated that the Michigan Occupational Outlook was available to their clients. All of the libraries in the lower group indicated this source was not available. It is indeed questionable whether success or failure would be based upon the use of an additional career information source. However, it is quite possible that this source provides some very important information which clients need and which MOIS does not completely

provide. The availability of a particular source, such as the Michigan Occupational Outlook, could make a difference.

K-12 Schools

In performing the analysis for the K-12 school sites, a total of 41 sites were used from each of the extreme groups. In reviewing all variables it was found that the pattern of responses from the upper and lower groups was almost identical i.e., there was not any variable which was consistently absent in one extreme group and consistently present in the other.

Post Secondary Schools

Each of the extreme groups for post secondary schools included four sites. In completing the analysis, one variable clearly distinguished the two groups. This variable was information on Placement Data: Colleges/Universities. All sites in the upper extreme group indicated that this source was available to their clients whereas all sites in the lower extreme group indicated it was not available.

MESC

Each of the extreme groups for MESC sites included six sites. For this agency there were a number of differences between the two extreme groups. None of these differences, however, were as clearly defined as the differences found for other agencies. However, they were of sufficient difference to be considered as possible variables relating to the successful operation

of MOIS within MESC offices. The first of these differences related to the way in which clients learn how to use MOIS. The lower group had a tendency to have more students learning on a one to one basis than did the upper group. The next difference found concerned the question of the way in which MOIS is most often used. The tendency was for the lower group to use MOIS more often on an individual and voluntary basis than did the upper group.

The final section of this report presents the conclusions and recommendations reached by the evaluators based upon the data presented.

Conclusions and Recommendations

The data presented in this report have been utilized by the evaluators to form recommendations in seven areas. Since MOIS was shown to be meeting client needs (see first conclusion), the recommendations are to "fine tune" MOIS rather than alter its existing structure. The purpose of the evaluation was to provide MOIS decision makers with recommendations and findings, across agency types, generalized to MOIS user sites state-wide. Therefore, the recommendations and conclusions presented in this section of the report are applicable only to MOIS user sites across all agency types. Conclusions on a by agency base may be reached by examining the data in the findings section of the technical report.

A. Overall Assessment of MOIS

Based upon both staff and client responses to the survey it is apparent that MOIS fulfills its intended purpose and is meeting the career information needs of clients. This statement is based upon the following findings presented within this report:

1. In general, staff indicated MOIS met the career information needs of their clients.
2. Clients indicated MOIS met their career information needs.
3. Staff members using MOIS, indicated they were comfortable in their use of MOIS.
4. Staff indicated that clients did not have any difficulty either in using the Structured Search or understanding the concepts used within the Structured Search.

5. In terms of accuracy, completeness, and organization staff members using MOIS gave MOIS ratings in the good to very good range.

6. Clients (76.3%) gave MOIS ratings in the good to very good range.

B. Updating of MOIS Information

The majority of respondents (80.93%) were using the 1978-79 edition of MOIS. In addition, a large number of individuals provided written comments relating to the need for more current information within MOIS. The timing of the survey (late October/early November) was such that the new edition of MOIS had not yet been received by the majority of sites. These findings lead the evaluators to the following recommendation.

*Dissemination of the annually updated MOIS version should occur at a time beneficial to the MOIS user sites. K-12 schools, for example, might indicate early September to be the optimal time to receive the updated MOIS version. User agencies should be contacted to determine the optimal time for dissemination of the new edition of MOIS to their agency.

C. Promotion of MOIS

Data from the surveys indicated that the use of promotional activities was not common practice across agencies. K-12 Schools and Post-Secondary Schools used promotional activities most often. However, thirty-one percent of the library sites, sixty-eight percent of the MESC sites, and seventy-one percent of the Vocational Rehabilitation sites indicated that they did not publicize MOIS. Since promotional activities have impact upon the awareness of potential MOIS users, the evaluators recommend that as:

*MOIS was given a positive overall assessment by both the staff and clients using it (see first conclusion), the system will most likely continue to have a positive impact on its users and therefore should be promoted so that as many of the potential MOIS users as possible are aware of MOIS, its capabilities, and how to access the system.

D. Staff Training

Responses from MOIS user staff indicated that the amount of training received varied widely (23.7% of the staff received 2 or more days of training; 20.1% of the staff received 1 day of training; 40.0% of the staff received 1/2 day of training or less but did receive at least some training; 16.1% of the staff received no training at all). While technical training in the use of MOIS has been provided from the system's inception, it is important to note that a MOIS application training workshop was available to MOIS user staff as of November, 1979. The majority of surveys were distributed prior to the first delivery of the application training workshop. Therefore, it is highly likely that the impact of this training workshop on MOIS user staff was not reflected in the survey results. Since the MOIS application training workshop is a new feature of the MOIS system, the evaluators recommend that the:

*MOIS application training workshop undergo both formative and summative evalution to provide feedback concerning ways in which the workshop may be improved and its effectiveness in training MOIS user staff in the application of MOIS.

E. Reading Level of MOIS

The reading level of MOIS was viewed as a concern by the staff members of many of the agencies in the survey. Two

thirds of the library staff, one-half of the MESC staff, one-quarter of the K-12 school staff and one-third of the Vocational Rehabilitation staff indicated their clients needed special assistance in the use of MOIS due to reading level problems. This finding needs to be tempered, however, with the finding that clients reported they were comfortable in the use of MOIS. It appears then, that the special assistance provided by MOIS user staff, due to the reading level of MOIS, alleviated problems in using MOIS for clients. Even though the reading level of MOIS, based upon client responses, does not appear to infringe on the use of MOIS, the evaluators recommend that:

*Further investigation into the reading level of MOIS be conducted to determine if changes in, or additions to, the system need to be made to insure that in the future the reading level of MOIS does not infringe upon the ability of clients to use the system.

F. Career Information Needs of Clients

In general, MOIS user site staff, across agencies, identified the same career information needs as important in the career exploration and decision making processes of their clients. For example across agencies the two career information needs rated as extremely important were: major duties involved in the job and job earnings on the national level. There were, however, several career information needs identified as important for clients by only one or two agencies. This leads the evaluators to the following recommendations.

*The commonality of client career information needs across agencies supports the continued use of a single MOIS version for all agencies, however,

*MOIS administrative staff should consider building into the system a method by which agencies are made aware of specific career information within MOIS which is of importance primarily to their agency.

G. Factors Associated with Successful MOIS Sites

Common variables associated with "successful" MOIS sites were not found across agencies. Within agencies did not appear to be a limited number of variables associated with those sites perceiving their use of MOIS as successful. These variables were reported in earlier sections of this report. The purpose of this investigation was to obtain characteristics of successful MOIS sites and not to establish causal linkages between specific variables and the degree of success of a MOIS site. Therefore, the evaluators recommend the following:

*Future MOIS implementers should be made aware of those variables within their agency identified by this study that have been associated with successful MOIS sites. Since this study did not establish causal linkage between the variables identified and the success of the MOIS sites, the incorporation of these variables into future MOIS sites should not be mandatory.

*An in depth evaluation of MOIS sites to establish a linkage between specific variables and the success or failure of a MOIS site should be conducted in the future. This study should include the development of objective criteria for the determination of site success. This future evaluation may focus upon in depth quantitative and qualitative issues utilizing case study type methodologies.

*Large scale survey type evaluation (such as was used in this evaluation) should be considered for institutionalization within the MOIS system as a means by which MOIS user sites may be monitored on a state-wide basis. The information provided by such evaluations will alert MOIS decision makers to potential problems prior to their becoming debilitating to MOIS.

APPENDICES

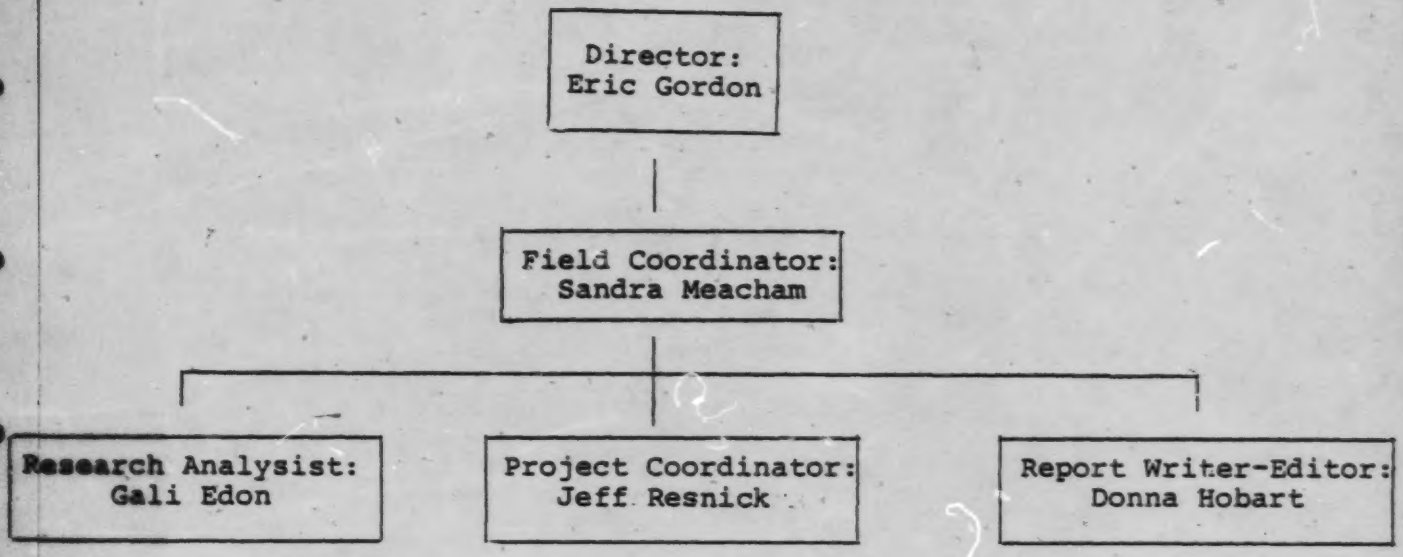
APPENDIX A

Overview of the MOIS Evaluation Workplan

MOIS

Workplan

I. Organizational Structure



II. Staffing Table

Staff Name	Staff Title	Person Days on Project
Eric Gordon	Director	24
Sandra Meacham	Field Coordinator	40
Jeff Resnick	Project Coordinator	48
Gali Edon	Research Analysist	40
Donna Hobart	Report Writer-Editor	24
Jean Nowak	Clerical	48

III. Project Activity Breakdown

Phase: Process	Major Tasks and Activities	Time Line
I. To prepare a specific project plan of action.	1.1 Describe the organizational structure of the Evaluation company.	May
	1.2 Identify the persons to complete the project activities and allocation of time for each.	May
	1.3 Describe the required tasks and activities to complete the project.	May
	1.4 Develop a Pert chart of the tasks and activities.	May
	1.5 Identify advisory committee members' responsibilities.	May
	1.6 Develop an advisory committee.	May
	1.7 Submit the plan of action to the advisory committee for review and consideration.	June
II. To develop the survey instrument.	2.1 Determine the number and type of information to be provided by the instrument.	May
	2.2 Interview students and counselors (K-12) to determine their career information needs. (modified delphi technique)	May-June
	2.3 Interview agency personnel in non educational settings to determine their career information needs.	June-July
	2.4 Develop survey items based on interview results.	July
	2.5 Establish a scaling technique to measure the items.	July

Phase: Process	Major Tasks and Activities	Time Line
	2.6 Identify specific survey procedures for each group to be surveyed.	July
	2.7 Submit a draft of the instrument and administration procedures to the advisory committee for review and consideration.	July-August
	2.8 Revise instrument and procedures based on committee's review.	August
	2.9 Pilot test the instrument all groups to be sampled on.	August
	2.10 Finalize the instrument based on post test results.	August
	2.11 Reproduce the instrument.	August
III. Develop the samples to be surveyed.	3.1 Specify the necessary stratifications to be made for each group to be surveyed.	June
	3.2 Calculate the number of sujbect to be sampled from each group to provide a reliable sample (oversampling will be done to assure reliable results).	June
	3.3 Submit the sampling plans to the advisory committee for review.	July-August
	3.4 Obtain lists of the population from which the sample will be drawn.	June
	3.5 Draw the sample from the lists.	August
	3.6 Make contact with the sample to assure their willingness to participate.	August-Sept.
	3.7 Draw replacements for those in the sample not willing to participate.	August-Sept.

Phase: Process	Major Tasks and Activities	Time Line
IV: To administer the survey.	4.1 Distribute the surveys to the various populations.	August-November
	4.2 Collect the surveys.	August-November
V: To analyze the data.	5.1 Develop the computer programs for necessary statistical analysis.	September
	5.2 Format survey data for keypunching.	September
	5.3 Keypunch the data.	September-November
	5.4 Enter data into the computer for analysis.	October-December
	5.5 Perform any necessary hand calculations.	October-December
	5.6 Develop tables.	October-December
	5.7 Provide analysis results to advisory committee for review and considerations.	January
VI: To prepare a written report of the findings including recommendations.	6.1 Discuss the findings for each project objective.	January
	6.2 Draw conclusions.	January
	6.3 Develop recommendations based on conclusions.	January
	6.4 Submit a draft copy of the report to the project manager for review.	January
	6.5 Develop a final copy of the final report.	January
	6.6 Develop a report summary for dissemination purposes.	January

ACTIVITY/TIME LINE CHART

Month

Major Activity	May	June	July	August	September	October	November	December	January
1.1 Describe the organizational structure of the evaluation company.	1.1								
1.2 Identify the persons to complete the project activities and allocation of time for each.	1.2								
1.3 Describe the required tasks and activities to complete the project.	1.3								
1.4 Develop a Pert chart of the tasks and activities.	1.4								
1.5 Identify advisory committee members' responsibilities.	1.5								
1.6 Develop an advisory committee.	1.6								
1.7 Submit the plan of action to the advisory committee for review and consideration.		1.7							
2.1 Determine the number and type of information to be provided by the instrument.	2.1								
2.2 Interview students and counselors (K-12) to determine their career information needs. (modified delphi technique)		2.2							

Major Activity	May	June	July	August	September	October	November	December	January
2.3 Interview agency personnel in non educational settings to determine their career information needs.		2.3							
2.4 Develop survey items based on interview results.			2.4						
2.5 Establish a scaling technique to measure the items.			2.5						
2.6 Identify specific survey procedures for each group to be surveyed.			2.6						
2.7 Submit a draft of the instrument and administration procedures to the advisory committee for review and consideration.			2.7						
2.8 Revise instrument and procedures based on committee's review.				2.8					
2.9 Pilot test the instrument all groups to be sampled on.				2.9					
2.10 Finalize the instrument based on post test results.				2.10					
2.11 Reproduce the instrument.				2.11					
3.1 Specify the necessary stratifications to be made for each group to be surveyed.	3.1								
3.2 Calculate the number of subject to be sampled from each group to provide a reliable sample (oversampling will be done to assure reliable results).	3.2								

Major Activity	May	June	July	August	September	October	November	December	January
3.3 Submit the sampling plans to the advisory committee for review.			3.3						
3.4 Obtain lists of the population from which the sample will be drawn.		3.4							
3.5 Draw the sample from the lists.				3.5					
3.6 Make contact with the sample to assure their willingness to participate.					3.6				
3.7 Draw replacements for those in the sample not willing to participate.					3.7				
4.1 Distribute the surveys to the various populations.					4.1				
4.2 Collect the surveys.						4.2			
5.1 Develop the computer programs for necessary statistical analysis.					5.1				
5.2 Format survey data for keypunching.					5.2				
5.3 Keypunch the data.							5.3		
5.4 Enter data into the computer for analysis.								5.4	

Major Activity	May	June	July	August	September	October	November	December	January
5.5 Perform any necessary hand calculations.							5.5		
5.6 Develop tables.							5.6		
5.7 Provide analysis results to advisory committee for review and considerations.									5.7
6.1 Discuss the findings for each project objective.									6.1
6.2 Draw conclusions.									6.2
6.3 Develop recommendations based on conclusions.									6.3
6.4 Submit a draft copy of the report to the project manager for review.									6.4
6.5 Develop a final copy of the final report.									6.5
6.6 Develop a report summary for dissemination purposes.									6.6

EVALUATION DESIGN

Evaluation Objective	Source of Information	Data Collection Procedures	Data Analysis	Evaluation Outcomes
1. What are the career information needs of the various populations served by Michigan Agencies?	The following agencies will be surveyed: 1. CETA Prime Sponsors 2. Vocational Rehabilitation Offices 3. MESC Offices 4. Public Libraries 5. K-12 educational settings: There will be two groups surveyed within each agency: 1. Current or potential users of MOIS and 2. Past users of MOIS.	Scaled Survey Items	A separate descriptive analysis will be performed for each agency. In addition a descrepancies analysis will be conducted on the current and past users across the various agencies.	1. List of user needs by Agency. 2. A comparison of past and current user needs across agencies. 3. Identification of any significant differences in needs between the various agencies.
2. To what extent does the MOIS program meet the needs of users?	The past users from each agency will be surveyed.	Scaled Survey Items	A separate analysis will be conducted for each agency. A descriminant analysis will be performed between the various agencies.	1. Identification of the extent to which the MOIS program is meeting the needs of the agency. 2. Identification of any significant differences between the various agencies.

EVALUATION DESIGN

Evaluation Objective	Source of Information	Data Collection Procedures	Data Analysis	Evaluation Outcomes
3. What are the major characteristics of the agencies using the MOIS system?	The agencies.	Demographic Survey Item	Descriptive analysis by agency.	A list of characteristics of each agency using the MOIS system.
4. What characteristics differences are there between those agencies whose needs are being met by MOIS and those whose needs are not being met by MOIS?	Agencies	Demographic and Scaled Survey	Discriminative analysis between most and least successful implementing agencies (based on scaled survey items).	1. A list of characteristics which can be assorted with successful implementation of MOIS. 2. A list of characteristics which can be associated with least successful implementation of MOIS.
5. What recommendations can be made to the MOIS developers regarding future implementation of the MOIS program?	All groups surveyed.	All Survey Items	All post analysis.	A final report containing recommendations and modifications of the MOIS program and recommendations for MOIS

APPENDIX B

Sites That Participated in the Modified Delphi Interview Process and the Pilot Testing

K-12 Schools

Cousino High School - Warren

West Bloomfield High School - West Bloomfield

Haslett High School - Haslett

J.W. Sexton High School - Lansing

Morrice High School - Morrice

Perry High School - Perry

Holt Junior High - Holt

Long Acre Elementary - Farmington

Plymouth Canton High School - Plymouth

Post Secondary Schools

Arthur Batten
Oakland Community College
Auburn Hills
Bloomfield Hills, MI 48013
(313) 852-1000

Dorothy Farren
Oakland University
Rochester, MI 48063
(313) 377-2100

Marcia Klaus
Madonna College
Livonia, MI 48150
(313) 591-1200

MESC Sites

Taylor Branch Office
21205 Eureka Road
Taylor, MI 48180

Lincoln Park WIN
Fort Street
Lincoln Park, MI 48146

Detroit Branch Office #04
13501 Shaefer
Detroit, Michigan 48227

Sterling Heights Branch Office
27250 Van Dyke
Sterling Heights, MI 48077

Detroit Branch Office 10
2770 Park
Detroit, Michigan 48201

Grand Rapids MESC/CETA
Sheldon Complex
121 Franklin S.E.
Grand Rapids, MI 49507

Vocational Rehabilitation Sites

Muskegon
1483 E. Apple Avenue
Muskegon, Michigan

Jackson Office
250 Mechanic Street
Jackson, Michigan

Ann Arbor Office
2532 Packard Road
Georgetown Mall
Ann Arbor, Michigan

Royal Oak Office
505 S. Lafayette
Royal Oak, Michigan

Livonia Office
27437 W. Six Mile Road
Livonia, Michigan

Flint Office
3600 S. Doret Highway
Flint, Michigan

CETA Sites

Maureen Corby
Livingston County Department of Internal Services
304 E. Grand River
Howell, Michigan 48843

Youth Employment Services
33300 Cowar
Westland, Michigan 48185
Kathy Freeman

Robert Floyd, Placement Specialist
Southfield Community Placement Center
26080 Berg Road
Southfield, Michigan 48034

Shirley Musick, Counselor
Project JOBS
211 West 9 Mile Road
Ferndale, Michigan 48220

Libraries

James G. Schafer, Librarian
Lincoln Park Library
1381 Southfield Road
Lincoln Park, Michigan 48192

Dorothy Levy
Berkley Public Library
3155 Coolidge Highway
Berkley, Michigan 40872

Mary Krause
Alfred Noble Library
Alfred Noble Branch
32901 Plymouth Road
Livonia, Michigan 48150

Mrs. Dabanian, Library Head
Allen Park Public Library
8100 Allen Road
Allen Park, Michigan 48101

APPENDIX C

Sample of the Survey Instruments and Phone Survey

Michigan Occupational Information System

School Site Survey

This survey is to be completed by only <u>one</u> staff person. The purpose of this survey is to identify characteristics of those using MOIS.

Thank you

Instructional Development
And
Evaluation Associates

Berkley, Michigan

(1) (2) (3) (4) (5) (6) (7)

Card

9-11 1. What MOIS delivery system(s) are used in your building? (Check all that apply.)

____ microfiche reader with a printout
____ microfiche reader without a printout
____ computer terminal with a printout
____ computer terminal without a printout

12 2. What edition of MOIS are you currently using?

____ (1) 1976-77
____ (2) 1977-78
____ (3) 1978-79
____ (4) 1979-80

13 3. How many students are enrolled in your building?

____ (1) less than 100
____ (2) 101-300
____ (3) 301-600
____ (4) 601-900
____ (5) 901-1,500
____ (6) more than 1,500

14 4. What percentage of the students in your building use MOIS?

____ (1) 80-100%
____ (2) 60-79%
____ (3) 40 - 59%
____ (4) 20-39%
____ (5) Less than 20%

15-16 5. How many microfiche readers and/or computer terminals do you use with MOIS?

____ microfiche readers
____ computer terminals

17 6. Which statement best describes the student access to MOIS in your building?

____ (1) The student is free to use MOIS anytime without an appointment.
____ (2) The student must make prior arrangement to use MOIS only to learn how to use it.
____ (3) The student must always make prior arrangements to use MOIS.

20-22 7. Indicate the percentage of students who learn how to use MOIS

____ % on a one to one basis
____ % in a group setting
____ % on their own (with no assistance)

Cols.

39 - 40 8. Indicate the approximate percentage of time MOIS is used on an

___ % individual - voluntary basis
___ % individual - required basis
___ % group - voluntary basis
___ % group - required basis

41 - 53 9. What career information sources in addition to MOIS are available to the students? (Check all that apply.)

___ A career resource file
___ Dictionary of Occupational Titles
___ Direction: Michigan Career Opportunity Guide
___ ECES (Education Career Exploration System)
___ GIS (Guidance Information System)
___ local job market and wage information
___ Michigan Occupational Outlook
___ Michigan Post Secondary Admission and Financial Assistance Handbook
___ Occupations in Demand
___ Occupational Outlook Handbook (quarterly/annual)
___ Placement Data: Colleges/Universities
___ None
___ Other (please specify): _____

54 - 59 10. Which of the following support service(s) are provided for the students in your building? (Check all that apply.)

___ career counseling service
___ career education class
___ career resource center
___ co-op placement program
___ job placement service
___ other: (please specify): _____

60 - 71 11. What percentage of your students who use MOIS:

___ % use a career resource center ?
___ % are enrolled in a career education class?
___ % use job placement service?
___ % use career counseling service?

72 - 78 12. How often is MOIS used for:

	Always				Never
Job Placement?	1	2	3	4	5
Educational Planning?	1	2	3	4	5

13. How often is MOIS used in each of the following locations?

	Always				Never
library	1	2	3	4	5
counseling office	1	2	3	4	5
classroom	1	2	3	4	5
career resource room	1	2	3	4	5
other (please specify): _____	1	2	3	4	5

14. Which of the following form(s) of publicizing have been done by your school to promote MOIS? (Check all that apply.)

___ bulletin boards
___ school paper
___ local paper
___ pamphlets/brochures
___ radio/television
___ other (please specify): _____
___ no publicizing has been done

ITEMS 15-17 REFER TO THE MOIS COMPUTER SYSTEM. YOU NEED TO ANSWER THEM ONLY IF YOUR SCHOOL USES THE COMPUTER DELIVERY SYSTEM.

15. Which, if any, of the following problems have you experienced? (Check all that apply.)

___ difficulty in hooking up to computer
___ program kicking out
___ unable to get some or all apprenticeship programs
___ unable to get some or all military information
___ unable to get all MOISCRIPT
___ unable to get some or all post secondary school programs
___ unable to get some or all post secondary programs
___ no problems
___ other (please specify): _____

16. Who is responsible for making your computer repairs?

___ (1) your staff
___ (2) outside consultant
___ (3) another agency
___ (4) ISD
___ (5) other (please specify): _____

17. On an average, how often are you in need of computer repairs?

___ (1) less than once a year
___ (2) once a year
___ (3) twice a year
___ (4) three times a year
___ (5) four times a year
___ (6) at least five times a year

Michigan Occupational Information System

School Staff Survey
Form A

This survey is to determine how MOIS is used in the school setting and how well MOIS is meeting the career needs of students. This survey is to remain anonymous. Your time and efforts taken to complete this survey will be greatly appreciated.

Thank you

Instructional Development
And
Evaluation Associates

Berkley, Michigan

(1) (2) (3) (4) (5) (6) (7) (8) (9)

PART I. DEMOGRAPHIC CHARACTERISTICS

Code 10

1. Which of the following best describes your staff position?

____(1) counselor
____(2) teacher
____(3) media specialist/librarian
____(4) administrator
____(5) paraprofessional
____(6) other (please specify): _____

11 2. Approximately how many of your students use MOIS during a typical month?

____(1) less than 5
____(2) 6-10
____(3) 11-20
____(4) 21-50
____(5) 51-75
____(6) 76-100
____(7) 101-150
____(8) over 150

12 - 15 3. How often do your students use the following MOIS support materials?

	Always				Never
User Handbook	1	2	3	4	5
Inventory Worksheet	1	2	3	4	5
Inventory Scan Sheet	1	2	3	4	5
Microfiche Index	1	2	3	4	5

16 - 17 4. Approximately how long does it take a typical student of yours to learn how to use MOIS for a

	- ½ hour	½ - 1 hour	1 - 2 hours	3 hours +
Structured Search	____ (1)	____ (2)	____ (3)	____ (4)
Direct Search	____ (1)	____ (2)	____ (3)	____ (4)

18 5. What is the approximate length of time a typical student of yours spends with MOIS over a course of a year?

____(1) less than one hour
____(2) one hour
____(3) two hours
____(4) three hours
____(5) four hours
____(6) five hours or more

19 6. How much inservice training have you had on the use of MOIS?

____(1) more than 2 days
____(2) 2 days
____(3) 1 day
____(4) 1/2 day
____(5) less than 1/2 day
____(6) none

Col.

20 7. How long ago did you receive this training?

____(1) less than one year
____(2) one year
____(3) two years or more
____(4) was never trained

21 - 29 8. Based on your training, how confident do you feel in using the following MOIS material?

	Very Confident				Not at all Confident
User Handbook	1	2	3	4	5
Microfiche Index	1	2	3	4	5
Inventory Worksheet	1	2	3	4	5
Inventory Scansheet	1	2	3	4	5
MOISCRIPTS (Occupational File)	1	2	3	4	5
Post Secondary Program File	1	2	3	4	5
Post Secondary School File	1	2	3	4	5
Apprenticeship File	1	2	3	4	5
Military File	1	2	3	4	5

30 - 42 9. How often is each of the following career information sources used by your students?

	Very Often				Never
a career resource file	1	2	3	4	5
Dictionary of Occupational Titles	1	2	3	4	5
Direction: Michigan Career Opportunity Guide	1	2	3	4	5
ECES (Educational Career Exploration System)	1	2	3	4	5
GIS (Guidance Information System)	1	2	3	4	5
local job market and wage information	1	2	3	4	5
Michigan Occupational Outlook	1	2	3	4	5
Michigan Post Secondary Admissions and Financial Assistances Handbook	1	2	3	4	5
MOIS	1	2	3	4	5
Occupations in Demand	1	2	3	4	5
Occupational Outlook Handbook (quarterly/annual)	1	2	3	4	5
Placement Data: Colleges/Universities	1	2	3	4	5
Other (please specify): _____	1	2	3	4	5

43 - 51 10. What percentage of your students who use MOIS require special assistance in using MOIS because of

____% their reading level?
____% a physical disability?
____% a mental disability?

Cont.
88 - 89

11. What grade level(s) of students do you assist in using MOIS? (Check all that apply.)

____below 7th grade	____11th
____7th	____12th
____8th	____out of school youth
____9th	____adults
____10th	

Cols.

PART II. MOIS STRUCTURED SEARCH (Interest Inventory)

61 - 63 1. Which of the following routes are used by your students in search of an occupation? (Check all that apply.)

___ MOIS Interest Inventory
___ OVIS
___ SDS

64 2. Approximately what percentage of your students who use MOIS use the MOIS Structured Search (Interest Inventory)?

___(1) 80-100%
___(2) 60-79%
___(3) 40-59%
___(4) 20-39%
___(5) less than 20%

65 3. Approximately for what proportion of your students do you feel the MOIS structured search identifies occupations that are suitable for them?

___(1) 80-100%
___(2) 60-79%
___(3) 40-59%
___(4) 20-39%
___(5) less than 20%

66 - 70 4. How often do your students who use MOIS complete the following?

	Always				Never
Kuder Preference Record	1	2	3	4	5
SDS (Hollands Self Directed Search)	1	2	3	4	5
Strong - Campbell Interest Inventory	1	2	3	4	5
OVIS (Ohio Vocational Interest Survey)	1	2	3	4	5
Other (please specify): _____	1	2	3	4	5

71 - 77 5. How easy is it for your students to relate to each of the following concepts when they are using the MOIS Structured Search (Interest Inventory)?

	Very Easy				Very Difficult
Interest (data, people, things)	1	2	3	4	5
Temperments (accuracy, directing, logic, repetition, variety, etc.)	1	2	3	4	5
Areas of Work	1	2	3	4	5
Physical Strengths	1	2	3	4	5
Physical Capabilities	1	2	3	4	5
Working Conditions	1	2	3	4	5
Education	1	2	3	4	5

PART III. CAREER INFORMATION NEEDS

FOR EACH OF THE CAREER INFORMATION ITEMS LISTED BELOW, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. How important (or useful) to your students is this information in making a career decision, and

2. How well does MOIS provide this information.

CHECK THE NUMBER WHICH BEST DESCRIBES YOUR RESPONSE TO EACH QUESTION FOR EACH CAREER INFORMATION ITEM.

Cols. 79 - 119							1. How important is this information in making a career decision?	Cols. 124 - 1						2. How well does MOIS provide this information?
Extremely	Very	Moderately	Not Very	Not At All			Career Information Item	Very Good	Good	Adequate	Poor	Very Poor	Do Not Know	
(1)	(2)	(3)	(4)	(5)			1. Purpose of the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			2. Product(s) made or services provided by the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			3. Major duties involved.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			4. Specializations within an occupation (eg. a doctor may specialize in surgery).	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			5. Machines, tools, equipment and work aids used on the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			6. Physical working conditions.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			7. Working hours and schedules (including overtime, seasonality, and travel).	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			8. Costs for tools, equipment, and supplies the worker must furnish.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			9. Dress requirements.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)			10. Union or association membership requirements.	(1)	(2)	(3)	(4)	(5)	(0)	

1. How important is this information in making a career decision?							2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All	Career Information Item		Very Good	Good	Adequate	Poor	Very Poor	Do Not Know
(1)	(2)	(3)	(4)	(5)	11. Licensing, certification requirements.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	12. Special requirements such as citizenship, language, etc.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	13. Personal interests a worker should have (eg. like to work with things or people.)		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	14. Aptitudes or abilities a worker should have (eg. be able to speak and write well).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	15. Temperments a worker should have (eg. be able to work in a stressful job).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	16. Physical strengths required (eg. be able to lift 50 lbs.).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	17. Physical capabilities required (eg. be able to balance well).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	18. Safety hazards of the job.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	19. Job skills required.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	20. Job skill standards required (eg. be able to type 60 words per minute).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	21. Other careers that are similar to a given career.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	22. Job earnings for your local area (beginning earnings, average earnings, and ranges).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	23. Job earnings for Michigan (beginning earnings, average earnings and ranges).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	24. Job earnings on a national level (beginning earnings, average earnings, and ranges).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	25. Fringe benefits available (including retirement, insurance sick leave, vacations, etc.).		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	26. Promotion/advancement possibilities.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	27. Average length of time it takes to get a promotion.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	28. Outlook for job availability in your local area		(1)	(2)	(3)	(4)	(5)	(0)

1. How important is this information in making a career decision?						Career Information Item	2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All			Very Good	Good	Adequate	Poor	Very Poor	Do Not Know
(1)	(2)	(3)	(4)	(5)	29.	Outlook for job availability for Michigan.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	30.	Outlook for job availability for the nation.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	31.	The number or percent of male and female employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	32.	The number or percent of minority employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	33.	The average age of the employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	34.	Education and training required for the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	35.	High school courses useful to prepare for the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	36.	How to enter an occupation.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	37.	On the job training available.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	38.	Subsidized training available.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	39.	Prior work experience needed for a job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	40.	Where to write to find more information about a job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	41.	Opportunities available to observe or "job shadow".	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	42.	Opportunities available to locate summer work and/or part-time work.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	43.	Opportunities available for a work study or co-op employment.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	44.	Availability of current job openings in your local area.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	45.	Other: _____ _____	(1)	(2)	(3)	(4)	(5)	(0)

PART IV. OVERALL RATING OF MOIS

1. Rate the extent to which you feel the MOIS files are well organized, complete and accurate using the following key:

1 = Very Good, 2 = Good, 3 = Adequate, 4 = Poor, 5 = Very Poor

Write your numbered responses on the blank spaces provided.

Cols.		Organization	Completeness	Accuracy
231	a. MOISCRIPT - Occupation Description	_____	_____	_____
234	b. Post Secondary Programs	_____	_____	_____
237	c. Post Secondary Schools	_____	_____	_____
240	d. Apprenticeship Programs	_____	_____	_____
243	e. Military Programs	_____	_____	_____
246	f. MOIS School Subjects	_____	_____	_____

249 2. How successful do you feel your school has been in implementing MOIS?

Very Successful — Not At All Successful
1 2 3 4 5

250 3. Overall, how successful do you feel MOIS has been in meeting the career information needs of your students?

Very Successful — Not At All Successful
1 2 3 4 5

251 4. How easy is it for your students to understand and use MOIS?

Very Easy — Very Difficult
1 2 3 4 5

252 5. How well has the MOIS central administrative office provided you with the services required for you to properly implement MOIS? (Considering training, supplies, updated MOIS materials, etc.)

Very Successful — Not At All Successful
1 2 3 4 5

6. What additional equipment and/or supplies, if any, do you feel you need to adequately implement MOIS?

_____

_____

_____

7. What specific problems have you had in using MOIS that you have not been able to express thus far in this survey?

_____

_____

8. What recommendations can you make to improve MOIS in the future?

_____

_____

Michigan Occupational Information System

School Staff Survey
Form B

This survey is to determine how MOIS is used in the school setting and how well MOIS is meeting the career needs of students. This survey is to remain anonymous. Your time and efforts taken to complete this survey will be greatly appreciated.

Thank you

Instructional Development
And
Evaluation Associates

Berkley, Michigan

(1) (2) (3) (4) (5) (6) (7) (8) (9)

PART I. DEMOGRAPHIC CHARACTERISTICS

Cols.

10 1. Which of the following best describes your staff position?

____(1) counselor
____(2) teacher
____(3) media specialist/librarian
____(4) administrator
____(5) paraprofessional
____(6) other (please specify): _____

11 2. Approximately how many of your students use MOIS during a typical month?

____(1) less than 5
____(2) 6-10
____(3) 11-20
____(4) 21-50
____(5) 51-75
____(6) 76-100
____(7) 101-150
____(8) over 150

12 - 16 3. How often do your students use the following MOIS support materials?

	Always				Never
User Handbook	1	2	3	4	5
Inventory Worksheet	1	2	3	4	5
Inventory Scan Sheet	1	2	3	4	5
Microfiche Index	1	2	3	4	5

16 - 17 4. Approximately how long does it take a typical student of yours to learn how to use MOIS for a

	- ½ hour	½ - 1 hour	1 - 2 hours	3 hours +
Structured Search	____ (1)	____ (2)	____ (3)	____ (4)
Direct Search	____ (1)	____ (2)	____ (3)	____ (4)

18 5. What is the approximate length of time a typical student of yours spends with MOIS over a course of a year?

____(1) less than one hour
____(2) one hour
____(3) two hours
____(4) three hours
____(5) four hours
____(6) five hours or more

19 6. How much inservice training have you had on the use of MOIS?

____(1) more than 2 days
____(2) 2 days
____(3) 1 day
____(4) 1/2 day
____(5) less than 1/2 day
____(6) none

Cols.

20 7. How long ago did you receive this training?

____(1) less than one year
____(2) one year
____(3) two years or more
____(4) was never trained

21 - 29 8. Based on your training, how confident do you feel in using the following MOIS material?

	Very Confident				Not at all Confident
User Handbook	1	2	3	4	5
Microfiche Index	1	2	3	4	5
Inventory Worksheet	1	2	3	4	5
Inventory Scansheet	1	2	3	4	5
MOISCRIPTS (Occupational file)	1	2	3	4	5
Post Secondary Program File	1	2	3	4	5
Post Secondary School File	1	2	3	4	5
Apprenticeship File	1	2	3	4	5
Military File	1	2	3	4	5

30 - 42 9. How often is each of the following career information sources used by your students?

	Very Often				Never
a career resource file	1	2	3	4	5
Dictionary of Occupational Titles	1	2	3	4	5
Direction: Michigan Career Opportunity Guide	1	2	3	4	5
ECES (Educational Career Exploration System)	1	2	3	4	5
GIS (Guidance Information System)	1	2	3	4	5
local job market and wage information	1	2	3	4	5
Michigan Occupational Outlook	1	2	3	4	5
Michigan Post Secondary Admission and Financial Assistances Handbook	1	2	3	4	5
MOIS	1	2	3	4	5
Occupations in Demand	1	2	3	4	5
Occupational Outlook Handbook (quarterly/annual)	1	2	3	4	5
Placement Data: Colleges/Universities	1	2	3	4	5
Other (please specify): ____ _____	1	2	3	4	5

43 - 51 10. What percentage of your students who use MOIS require special assistance in using MOIS because of

____% their reading level?
____% a physical disability?
____% a mental disability?

Cols.
22 - 60

11. What grade level(s) of students do you assist in using MOIS? (Check all that apply.)

____below 7th grade
____7th
____8th
____9th
____10th
____11th
____12th
____out of school youth
____adults

Cols.

PART II. MOIS STRUCTURED SEARCH (Interest Inventory)

61 - 63 1. Which of the following routes are used by your students to search for an occupation? (Check all that apply.)

____ MOIS Interest Inventory
____ OVIS
____ SDS

64 2. Approximately what percentage of your students who use MOIS use the MOIS Structured Search (Interest Inventory)?

____(1) 80-100%
____(2) 60-79%
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65 3. Approximately for what proportion of your students do you feel the MOIS structured search identifies occupations that are suitable for them?

____(1) 80-100%
____(2) 60-79%
____(3) 40-59%
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____(5) less than 20%

66 - 70 4. How often do your students who use MOIS complete the following?

	Always				Never
Kuder Preference Record	1	2	3	4	5
SDS (Hollands Self Directed Search)	1	2	3	4	5
Strong - Campbell Interest Inventory	1	2	3	4	5
OVIS (Ohio Vocational Interest Survey)	1	2	3	4	5
Other (please specify): _____	1	2	3	4	5

71 - 77 5. How easy is it for your students to relate to each of the following concepts when they are using the MOIS Structured Search (Interest Inventory)?

	Very Easy				Very Difficult
Interest (data, people, things)	1	2	3	4	5
Temperments (accuracy, directing, logic, repetition, variety, etc.)	1	2	3	4	5
Areas of Work	1	2	3	4	5
Physical Strengths	1	2	3	4	5
Physical Capabilities	1	2	3	4	5
Working Conditions	1	2	3	4	5
Education	1	2	3	4	5

PART III. CAREER INFORMATION NEEDS

FOR EACH OF THE CAREER INFORMATION ITEMS LISTED BELOW, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. How important (or useful) to your students is this information in making a career decision, and

2. How well does MOIS provide this information.

CHECK THE NUMBER WHICH BEST DESCRIBES YOUR RESPONSE TO EACH QUESTION FOR EACH CAREER INFORMATION ITEM.

Cols. 79 - 123							1. How important is this information in making a career decision?	Cols. 124 - 163						
							Career Information Item	2. How well does MOIS provide this information?						
								Extremely	Very	Moderately	Not Very	Not At All		
(1)	(2)	(3)	(4)	(5)		1.	Purpose of the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		2.	Product(s) made or services provided by the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		3.	Major duties involved.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		4.	Specializations within an occupation (eg. a doctor may specialize in surgery).	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		5.	Machines, tools, equipment and work aids used on the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		6.	Physical working conditions.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		7.	Working hours and schedules (including overtime, seasonality, and travel).	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		8.	Costs for tools, equipment, and supplies the worker must furnish.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		9.	Dress requirements.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)		10.	Union or association membership requirements.	(1)	(2)	(3)	(4)	(5)	(0)	

1. How important is this information in making a career decision?						Career Information Item	2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All			Very Good	Good	Adequate	Poor	Very Poor	Do Not Know
(1)	(2)	(3)	(4)	(5)	11.	Licensing, certification requirements.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	12.	Special requirements such as citizenship, language, etc.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	13.	Personal interests a worker should have (eg. like to work with things or people.)	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	14.	Aptitudes or abilities a worker should have (eg. be able to speak and write well).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	15.	Temperments a worker should have (eg. be able to work in a stressful job).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	16.	Physical strengths required (eg. be able to lift 50 lbs.).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	17.	Physical capabilities required (eg. be able to balance well).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	18.	Safety hazards of the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	19.	Job skills required.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	20.	Job skill standards required (eg. be able to type 60 words per minute).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	21.	Other careers that are similar to a given career.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	22.	Job earnings for your local area (beginning earnings, average earnings, and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	23.	Job earnings for Michigan (beginning earnings, average earnings and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	24.	Job earnings on a national level (beginning earnings, average earnings, and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	25.	Fringe benefits available (including retirement, insurance sick leave, vacations, etc.).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	26.	Promotion/advancement possibilities.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	27.	Average length of time it takes to get a promotion.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	28.	Outlook for job availability in your local area	(1)	(2)	(3)	(4)	(5)	(0)

1. How important is this information in making a career decision?						Career Information Item	2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All			Very Good	Good	Adequate	Poor	Very Poor	Do Not Know
(1)	(2)	(3)	(4)	(5)	29.	Outlook for job availability for Michigan.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	30.	Outlook for job availability for the nation.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	31.	The number or percent of male and female employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	32.	The number or percent of minority employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	33.	The average age of the employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	34.	Education and training required for the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	35.	High school courses useful to prepare for the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	36.	How to enter an occupation.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	37.	On the job training available.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	38.	Subsidized training available.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	39.	Prior work experience needed for a job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	40.	Where to write to find more information about a job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	41.	Other: _____ _____	(1)	(2)	(3)	(4)	(5)	(0)

1. How important is this information in making a career decision?						Career Information Item.	2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All			Very Good	Good	Adequate	Poor	Very Poor	Do Not Know

POST SECONDARY PROGRAMS
(Information about Educational programs)

Cols. 169 - 174							Cols. 175 - 180					
(1)	(2)	(3)	(4)	(5)	1. Where in Michigan a program offered.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	2. Where in the nation a program offered.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	3. How long does it take to complete a program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	4. Skills learned from the program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	5. Cost of the program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	6. Other: _____		(1)	(2)	(3)	(4)	(5)	(0)

POST SECONDARY SCHOOLS
(Information about schools)

Cols. 181 - 191							Cols. 192 - 202					
(1)	(2)	(3)	(4)	(5)	1. Admission requirements.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	2. Where to apply.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	3. When to apply.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	4. Courses required.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	5. Current tuition rates.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	6. Financial aid available for post secondary schooling.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	7. Housing opportunities.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	8. Size of the school.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	9. Current percent of minority students enrolled.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	10. Where to write for more information about a school.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	11. Other: _____		(1)	(2)	(3)	(4)	(5)	(0)

1. How important is this information in making a career decision?						Career Information Item	2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All			Very Good	Good	Adequate	Poor	Very Poor	Do Not Know

APPRENTICESHIP PROGRAMS

Cols. 203 - 210							Cols. 211 - 218					
(1)	(2)	(3)	(4)	(5)	1. The availability of occupational training through an apprenticeship program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	2. Where apprenticeship programs are located.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	3. Requirements for entry in an apprenticeship program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	4. How to get into a apprenticeship program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	5. When to apply for an apprenticeship program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	6. How long it takes to complete an apprenticeship program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	7. Where to write for more information about an apprenticeship program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	8. Other: _____		(1)	(2)	(3)	(4)	(5)	(0)

MILITARY PROGRAMS

Cols. 219 - 224							Cols. 225 - 23					
(1)	(2)	(3)	(4)	(5)	1. What civilian job does a military experience qualify one for.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	2. Does the military offer training for a particular job.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	3. What job skills can be learned from a military training program.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	4. Where on the civilian career ladder a person could be after one term in the military service.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	5. Earnings received from the military for career positions.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	6. Other: _____		(1)	(2)	(3)	(4)	(5)	(0)

PART IV. OVERALL RATING OF MOIS

1. Rate the extent to which you feel the MOIS files are well organized, complete and accurate using the following key:

1 = Very Good, 2 = Good, 3 = Adequate, 4 = Poor, 5 = Very Poor

Write your numbered responses on the blank spaces provided.

Cols.		Organization	Completeness	Accuracy
231	a. MOISCRIPT - Occupation Description	_____	_____	_____
234	b. Post Secondary Programs	_____	_____	_____
237	c. Post Secondary Schools	_____	_____	_____
240	d. Apprenticeship Programs	_____	_____	_____
243	e. Military Programs	_____	_____	_____
246	f. MOIS School Subjects	_____	_____	_____

249 2. How successful do you feel your school has been in implementing MOIS?

Very Successful — Not At All Successful
1 2 3 4 5

250 3. Overall, how successful do you feel MOIS has been in meeting the career information needs of your students?

Very Successful — Not At All Successful
1 2 3 4 5

251 4. How easy is it for your students to understand and use MOIS?

Very Easy — Very Difficult
1 2 3 4 5

252 5. How well has the MOIS central administrative office provided you with the services required for you to properly implement MOIS? (Considering training, supplies, updated MOIS materials, etc.)

Very Successful — Not At All Successful
1 2 3 4 5

6. What additional equipment and/or supplies, if any, do you feel you need to adequately implement MOIS?

_____

_____

_____

7. What specific problems have you had in using MOIS that you have not been able to express thus far in this survey?

_____

_____

8. What recommendations can you make to improve MOIS in the future?

_____

_____

Michigan Occupational Information System

Student Survey
Form A

The purpose of this survey is to identify how well MOIS is meeting the career information needs of students. You do not need to put your name on this survey. Your honest responses will be most helpful.

Thank you

Instructional Development
And
Evaluation Associates

Berkley, Michigan

(1) (2) (3) (4) (5) (6) (7) (8) (9)

Cols.

PART I. DEMOGRAPHIC CHARACTERISTICS

10 1. What grade are you in?

____below 7th grade
____7th
____8th
____9th
____10th
____11th
____12th
____out of school youth
____adults

11 - 16 2. Why did you use MOIS? (Check all that apply.)

____to select a career
____to explore a career (find out about job characteristics and/or requirements)
____to find out about school programs
____to find out about schools - colleges and/or universities
____to find out about apprenticeship programs
____to find out about military programs

PART II. MOIS STRUCTURED SEARCH (INTEREST INVENTORY)

Cols.

17 1. Did you complete the MOIS Structured Search (Interest Inventory)?

____(1) Yes
____(2) No

18 2. Did you complete and use any other career interest inventory?

____(1) Yes
____(2) No

IF YOU DID NOT COMPLETE AND USE THE MOIS STRUCTURED SEARCH (INTEREST INVENTORY) PROCEED TO PART III OF THIS SURVEY - OTHERWISE PLEASE CONTINUE.

19 3. Did the MOIS Structured Search (Interest Inventory) help you find a career that was of interest to you?

____(1) Yes
____(2) No

20 - 26 4. While you were using the MOIS Structured Search (Interest Inventory), how easy was it for you to relate to each of the following sections?

	Very Easy				Very Difficult
Interest (data, people, things)	1	2	3	4	5
Temperments (accuracy, directing logic, repitition, variety, etc.)	1	2	3	4	5
Area of Work	1	2	3	4	5
Physical Strengths	1	2	3	4	5
Physical Capabilities	1	2	3	4	5
Working Conditions	1	2	3	4	5
Education	1	2	3	4	5

PART III. CAREER INFORMATION NEEDS

FOR EACH OF THE CAREER INFORMATION ITEMS LISTED BELOW, PLEASE ANSWER TWO QUESTIONS.

1. How important (or useful) to you is this information in deciding what to do about a career? and

2. How well do you feel MOIS has provided you with this information?

CHECK THE NUMBER WHICH BEST DESCRIBES YOUR REPONSE TO EACH QUESTION FOR EACH CAREER INFORMATION ITEM.

Cols. 37 - 71	1. How important is this information in making a career decision?					Career Information Item	2. How well does MOIS provide this information?						Cols. 72 - 116
	Extremely	Very	Moderately	Not Very	Not At All		Very Good	Good	Adequate	Poor	Very Poor	Did Not Use MOIS	
	(1)	(2)	(3)	(4)	(5)	1. Purpose of the job.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	2. Product(s) made or services provided by the job.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	3. Major duties involved.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	4. Specializations within an occupation (eg. a doctor may specialize in surgery).	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	5. Machines, tools, equipment and work aids used on the job.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	6. Physical working conditions.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	7. Working hours and schedules (including overtime, seasonality, and travel).	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	8. Costs for tools, equipment, and supplies the worker must furnish.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	9. Dress requirements.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	10. Union or association membership requirements.	(1)	(2)	(3)	(4)	(5)	(0)	

1. How important is this information in making a career decision?						Career Information Item	2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All			Very Good	Good	Adequate	Poor	Very Poor	Did Not Use MOIS
(1)	(2)	(3)	(4)	(5)	11.	Licensing, certification requirements.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	12.	Special requirements such as citizenship, language, etc.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	13.	Personal interests a worker should have (eg. like to work with things or people.)	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	14.	Aptitudes or abilities a worker should have (eg. be able to speak and write well).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	15.	Temperments a worker should have (eg. be able to work in a stressful job).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	16.	Physical strengths required (eg. be able to lift 50 lbs.).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	17.	Physical capabilities required (eg. be able to balance well).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	18.	Safety hazards of the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	19.	Job skills required.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	20.	Job skill standards required (eg. be able to type 60 words per minute).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	21.	Other careers that are similar to a given career.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	22.	Job earnings for your local area (beginning earnings, average earnings, and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	23.	Job earnings for Michigan (beginning earnings, average earnings and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	24.	Job earnings on a national level (beginning earnings, average earnings, and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	25.	Fringe benefits available (including retirement, insurance sick leave, vacations, etc.).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	26.	Promotion/advancement possibilities.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	27.	Average length of time it takes to get a promotion.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	28.	Outlook for job availability in your local area	(1)	(2)	(3)	(4)	(5)	(0)

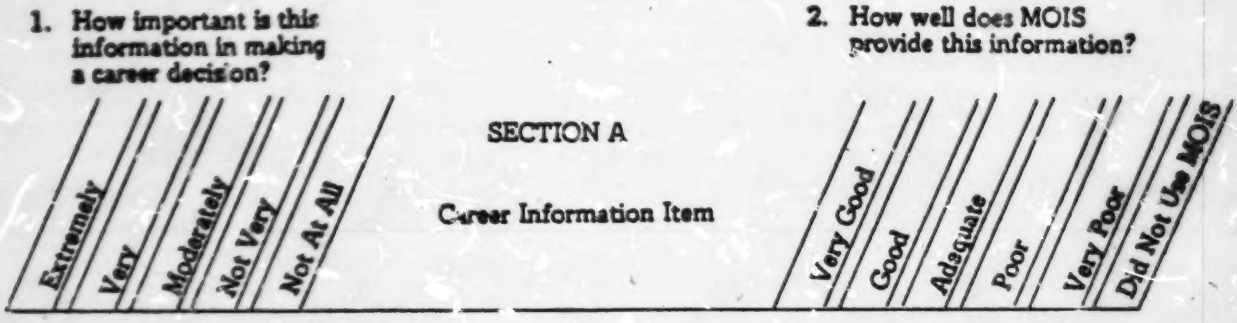
1. How important is this information in making a career decision?							2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All	Career Information Item		Very Good	Good	Adequate	Poor	Very Poor	Did Not Use MOIS
(1)	(2)	(3)	(4)	(5)	29. Outlook for job availability for Michigan.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	30. Outlook for job availability for the nation.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	31. The number or percent of male and female employees.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	32. The number or percent of minority employees.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	33. The average age of the employees.		(1)	(2)	(3)	(4)	(5)	(0
(1)	(2)	(3)	(4)	(5)	34. Education and training required for the job.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	35. High school courses useful to prepare for the job.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	36. How to enter an occupation.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	37. On the job training available.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	38. Subsidized training available.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	39. Prior work experience needed for a job.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	40. Where to write to find more information about a job.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	41. Opportunities available to observe or "job shadow".		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	42. Opportunities available to locate summer work and/or part-time work.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	43. Opportunities available for a work study or co-op employment.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	44. Availability of current job openings in your local area.		(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	45. Other: _____		(1)	(2)	(3)	(4)	(5)	(0)

IF YOU WERE OR ARE CONSIDERING A JOB THAT REQUIRES INFORMATION ABOUT POST SECONDARY EDUCATIONAL PROGRAMS OR APPRENTICESHIP PROGRAMS; IF YOU HAVE CONSIDERED CONTINUING YOUR EDUCATION BEYOND HIGH SCHOOL; IF YOU HAVE CONSIDERED ENTERING THE MILITARY FOR JOB TRAINING, PLEASE TURN TO THE YELLOW PAGE OF THIS SURVEY.

IF YOU HAVE NOT CONSIDERED ANY OF THESE POSSIBILITIES, PROCEED TO THE LAST BLUE PAGE OF THIS SURVEY (PART IV).

SECTION A: POST SECONDARY PROGRAMS (Educational programs available for job preparation).

IF A CAREER YOU ARE OR WERE CONSIDERING REQUIRES EDUCATIONAL TRAINING BEYOND HIGH SCHOOL, PLEASE COMPLETE SECTION A. OTHERWISE, PROCEED TO SECTION B (POST SECONDARY SCHOOLS).

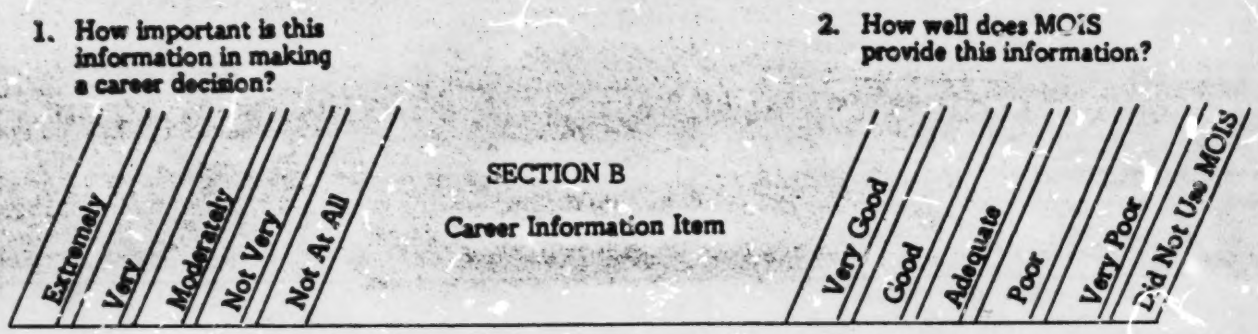


POST SECONDARY PROGRAMS
(Informational education programs)

Cols. 117 - 122						Cols. 123 - 128					
(1)	(2)	(3)	(4)	(5)	1. Where in Michigan is a program offered.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	2. Where in the nation is a program offered.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	3. How long does it take to complete a program.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	4. Skills learned from the program.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	5. Cost of the program.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	6. Other: _____ _____	(1)	(2)	(3)	(4)	(5)	(0)

SECTION B: POST SECONDARY SCHOOLS (Information about schools)

IF YOU HAVE LOOKED FOR INFORMATION ABOUT A SPECIFIC SCHOOL, COMPLETE SECTION B. OTHERWISE PROCEED TO SECTION C (APPRENTICESHIP PROGRAMS).



POST SECONDARY SCHOOLS (Information about schools)

Cols.													Cols.
129 - 139	(1)	(2)	(3)	(4)	(5)	1. Admission requirements.	(1)	(2)	(3)	(4)	(5)	(0)	140 - 150
	(1)	(2)	(3)	(4)	(5)	2. Where to apply.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	3. When to apply.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	4. College courses required.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	5. Current tuition rates.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	6. Financial aid available for post secondary schooling.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	7. Housing opportunities.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	8. Size of the school.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	9. Current percent of minority students enrolled.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	10. Where to write for more information about a college.	(1)	(2)	(3)	(4)	(5)	(0)	
	(1)	(2)	(3)	(4)	(5)	11. Other: _____ _____	(1)	(2)	(3)	(4)	(5)	(0)	

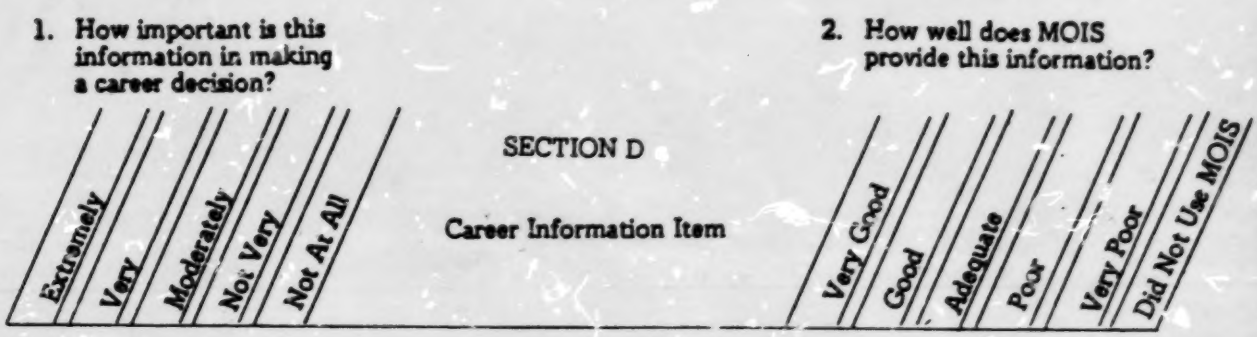
SECTION C: APPRENTICESHIP PROGRAMS.

IF A CAREER YOU ARE OR WERE CONSIDERING REQUIRES AN APPRENTICESHIP PROGRAM, PLEASE COMPLETE SECTION C. OTHERWISE, PROCEED TO SECTION D (MILITARY PROGRAMS).

Cols. 151 - 155	1. How important is this information in making a career decision? Extremely / Very / Moderately / Not Very / Not At All	SECTION C Career Information Item	2. How well does MOIS provide this information? Very Good / Good / Adequate / Poor / Very Poor / Did Not Use MOIS	Cols. 155 - 160
		APPRENTICESHIP PROGRAMS		
(1) (2) (3) (4) (5)	1.	The availability of occupational training through an apprenticeship program.	(1) (2) (3) (4) (5) (0)	
(1) (2) (3) (4) (5)	2.	Where apprenticeship programs are located.	(1) (2) (3) (4) (5) (0)	
(1) (2) (3) (4) (5)	3.	Requirements for entry in an apprenticeship program.	(1) (2) (3) (4) (5) (0)	
(1) (2) (3) (4) (5)	4.	How to get into a apprenticeship program.	(1) (2) (3) (4) (5) (0)	
(1) (2) (3) (4) (5)	5.	When to apply for an apprenticeship program.	(1) (2) (3) (4) (5) (0)	
(1) (2) (3) (4) (5)	6.	How long it takes to complete an apprenticeship program.	(1) (2) (3) (4) (5) (0)	
(1) (2) (3) (4) (5)	7.	Where to write for more information about an apprenticeship program.	(1) (2) (3) (4) (5) (0)	
(1) (2) (3) (4) (5)	8.	Other: _____	(1) (2) (3) (4) (5) (0)	

SECTION D: MILITARY PROGRAMS.

IF YOU HAVE CONSIDERED ENTERING THE MILITARY FOR JOB TRAINING, PLEASE COMPLETE SECTION D. OTHERWISE, PROCEED TO PART IV OF THIS SURVEY (THE LAST BLUE PAGE).



MILITARY PROGRAMS

Cols. 167 - 172						Cols. 173 - 179						
(1)	(2)	(3)	(4)	(5)	1. What civilian job does a military experience qualify one for.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	2. Does the military offer training for a particular job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	3. What job skills can be learned from a military training program.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	4. Where on the civilian career ladder a person could be after one term in the military service.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	5. Earnings received from the military for career positions.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	6. Other: _____ _____	(1)	(2)	(3)	(4)	(5)	(0)

PLEASE COMPLETE THE THREE QUESTIONS ON THE LAST BLUE PAGE OF THIS SURVEY.

Cols.

PART IV. OVERALL RATING OF MOIS

179 1. Overall, how successful would you say MOIS has been in providing you with the career information you need?

Very Successful				Not At All Successful
1	2	3	4	5

180 2. How easy was it for you to understand and use MOIS?

Very Easy				Very Difficult
1	2	3	4	5

3. What suggestions do you have to improve MOIS?

_____

_____

_____

Cols.

PART IV. OVERALL RATING OF MOIS

179 1. Overall, how successful would you say MOIS has been in providing you with the career information you need?

Very Successful				Not At All Successful
1	2	3	4	5

180 2. How easy was it for you to understand and use MOIS?

Very Easy				Very Difficult
1	2	3	4	5

3. What suggestions do you have to improve MOIS?

_____

_____

_____

Michigan Occupational Information System

Student Survey
Form B

The purpose of this survey is to identify how well MOIS is meeting the career information needs of students. You do not need to put your name on this survey. Your honest responses will be most helpful.

Thank you

Instructional Development
And
Evaluation Associates

Berkley, Michigan

(1) (2) (3) (4) (5) (6) (7) (8) (9)

Col.

PART I. DEMOGRAPHIC CHARACTERISTICS

10 1. What grade are you in?

____below 7th grade
____7th
____8th
____9th
____10th
____11th
____12th
____out of school youth
____adult

11 - 18 2. Why did you use MOIS? (Check all that apply.)

____to select a career
____to explore a career (find out about job characteristics and/or requirements)
____to find out about school programs
____to find out about schools - colleges and/or universities
____to find out about apprenticeship programs
____to find out about military programs

PART II. MOIS STRUCTURED SEARCH (INTEREST INVENTORY)

Cols.

17 1. Did you complete the MOIS Structured Search (Interest Inventory)?

____(1) Yes
____(2) No

18 2. Did you complete and use any other career interest inventory?

____(1) Yes
____(2) No

IF YOU DID NOT COMPLETE AND USE THE MOIS STRUCTURED SEARCH (INTEREST INVENTORY) PROCEED TO PART III OF THIS SURVEY - OTHERWISE PLEASE CONTINUE.

19 3. Did the MOIS Structured Search (Interest Inventory) help you find a career that was of interest to you?

____(1) Yes
____(2) No

20 - 26 4. While you were using the MOIS Structured Search (Interest Inventory), how easy was it for you to relate to each of the following sections?

	Very Easy				Very Difficult
Interest (data, people, things)	1	2	3	4	5
Temperments (accuracy, directing logic, repitition, variety, etc.)	1	2	3	4	5
Area of Work	1	2	3	4	5
Physical Strengths	1	2	3	4	5
Physical Capabilities	1	2	3	4	5
Working Conditions	1	2	3	4	5
Education	1	2	3	4	5

PART III. CAREER INFORMATION NEEDS

FOR EACH OF THE CAREER INFORMATION ITEMS LISTED BELOW, PLEASE ANSWER TWO QUESTIONS.

1. How important (or useful) to you is this information in deciding what to do about a career? and
2. How well do you feel MOIS has provided you with this information?

CHECK THE NUMBER WHICH BEST DESCRIBES YOUR REPONSE TO EACH QUESTION FOR EACH CAREER INFORMATION ITEM.

1. How important is this information in making a career decision?						Career Information Item	2. How well does MOIS provide this information?						
Extremely	Very	Moderately	Not Very	Not At All			Very Good	Good	Adequate	Poor	Very Poor	Did Not Use MOIS	
Cols. 27 - 67							Cols. 72 - 112						
(1)	(2)	(3)	(4)	(5)	1.	Purpose of the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	2.	Product(s) made or services provided by the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	3.	Major duties involved.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	4.	Specializations within an occupation (eg. a doctor may specialize in surgery).	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	5.	Machines, tools, equipment and work aids used on the job.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	6.	Physical working conditions.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	7.	Working hours and schedules (including overtime, seasonality, and travel).	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	8.	Costs for tools, equipment, and supplies the worker must furnish.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	9.	Dress requirements.	(1)	(2)	(3)	(4)	(5)	(0)	
(1)	(2)	(3)	(4)	(5)	10.	Union or association membership requirements.	(1)	(2)	(3)	(4)	(5)	(0)	

1. How important is this information in making a career decision?							2. How well does MOIS provide this information?					
Extremely	Very	Moderately	Not Very	Not At All		Career Information Item	Very Good	Good	Adequate	Poor	Very Poor	Did Not Use
(1)	(2)	(3)	(4)	(5)	11.	Licensing, certification requirements.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	12.	Special requirements such as citizenship, language, etc.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	13.	Personal interests a worker should have (eg. like to work with things or people.)	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	14.	Aptitudes or abilities a worker should have (eg. be able to speak and write well).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	15.	Temperments a worker should have (eg. be able to work in a stressful job).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	16.	Physical strengths required (eg. be able to lift 50 lbs.).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	17.	Physical capabilities required (eg. be able to balance well).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	18.	Safety hazards of the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	19.	Job skills required.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	20.	Job skill standards required (eg. be able to type 60 words per minute).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	21.	Other careers that are similar to a given career.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	22.	Job earnings for your local area (beginning earnings, average earnings, and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	23.	Job earnings for Michigan (beginning earnings, average earnings and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	24.	Job earnings on a national level (beginning earnings, average earnings, and ranges).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	25.	Fringe benefits available (including retirement, insurance sick leave, vacations, etc.).	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	26.	Promotion/advancement possibilities.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	27.	Average length of time it takes to get a promotion.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	28.	Outlook for job availability in your local area.	(1)	(2)	(3)	(4)	(5)	(0)

1. How important is this information in making a career decision?							2. How well does MOIS provide this information?						
Extremely	Very	Moderately	Not Very	Not At All		Career Information Item	Very Good	Good	Adequate	Poor	Very Poor	Did Not Use MOIS
(1)	(2)	(3)	(4)	(5)	29.	Outlook for job availability for Michigan.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	30.	Outlook for job availability for the nation.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	31.	The number or percent of male and female employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	32.	The number or percent of minority employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	33.	The average age of the employees.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	34.	Education and training required for the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	35.	High school courses useful to prepare for the job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	36.	How to enter an occupation.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	37.	On the job training available.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	38.	Subsidized training available.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	39.	Prior work experience needed for a job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	40.	Where to write to find more information about a job.	(1)	(2)	(3)	(4)	(5)	(0)
(1)	(2)	(3)	(4)	(5)	41.	Other: _____ _____	(1)	(2)	(3)	(4)	(5)	(0)

Cols.

PART IV. OVERALL RATING OF MOIS

179 1. Overall, how successful would you say MOIS has been in providing you with the career information you need?

Very Successful				Not At All Successful
1	2	3	4	5

180 2. How easy was it for you to understand and use MOIS?

Very Easy				Very Difficult
1	2	3	4	5

3. What suggestions do you have to improve MOIS?

_____

_____

_____

MOIS Phone Survey

For High Schools and Middle Schools

Hello, I'm _____ from Instructional Development and Evaluation Associates. We have been contracted jointly by the Michigan Occupational Information Coordinating Committee, the State Department of Education and the State Department of Labor to conduct a state-wide evaluation of MOIS. The purpose of this evaluation is to provide information which will be of assistance in making MOIS as efficient and effective as possible.

In an effort to provide as much useful data as possible, information from a variety of schools and agencies across the state is being collected. Your school was randomly selected from among MOIS users in the state to be included in the sample and your name was provided to us as a contact person for your school. If you agree to participate in this survey, we would need your assistance in distributing and collecting survey instruments in your building. Would you be willing to help us?

<u>If no</u> - Why? Try to persuade to cooperate. <u>If still no</u> - thank them for their time.

<u>If yes</u> - That's great! Let me explain the procedures for distributing and collecting the instruments.

We will be mailing you three different types of survey instruments. First of all, there will be a site survey which asks for a description of demographic characteristics of your building setting. This instrument will take about five minutes to complete and is to be completed by you.

Second, there will be four staff survey forms which ask for reactions to MOIS. This form is to be completed by those staff members who assist students in using MOIS (including yourself). This form takes from 10-15 minutes to complete. We would like you to be responsible for the distributing and collecting these forms to the appropriate staff. If you have more than four staff who work with MOIS - select only four to complete the survey.

The third set of survey forms are for the students. These forms solicit the student's reactions to MOIS. It will take students from 10-20 minutes to complete. We will be sending you 15 student surveys. We would like to have all 15 completed by students who have used MOIS. These may be administered either in a classroom setting or in a one to one setting. We only want 15 student surveys returned. The selection of students is your decision. However, we would like your selection to be as random as possible to include students with a variety of career needs.

To insure the confidentiality and anonymity of the information obtained from your school, you will be the only individual with whom we will make contact. Your name and that of your school will be included in the final report as being cooperative and a part of the sample. If you prefer, however, your name and your school will be withheld. Under no circumstances will information relative to your specific school/office be released.

Thank you very much for your cooperation. Do you have any questions at this time? A cover letter will be included in the packet surveys. This letter will have a phone number to call if you have any questions. If you have any questions in the meantime,

please do not hesitate to contact us. Our office number is (313) 541-1680. The project director of the MOIS evaluation is Dr. Eric Gordon.

APPENDIX D

Sample Copy of the Letters
and Directions Included With Surveys

STATE OF MICHIGAN

WILLIAM G. MILLIKEN, Governor

MICHIGAN OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

309 N. WASHINGTON, BOX 30015, LANSING, MICHIGAN 48909

Dear Participant:

Attached with this letter is a package of evaluation materials. These materials are part of a state-wide evaluation of the Michigan Occupational Information System (MOIS) that has been made possible through a grant from the Michigan Occupational Information Coordinating Committee (MOICC). MOICC is the Michigan Occupational Information Coordinating Committee and is a cooperative activity in the development and use of occupational information. It is an interagency effort of the Michigan Department of Labor, Michigan Department of Education, and the Michigan Employment Security Commission (MESC).

This evaluation is being conducted to:

1. identify the career information needs of the students or clients who use MOIS;
2. determine the extent to which MOIS is meeting these needs; and
3. obtain a description of the various settings in which MOIS is being implemented.

Six agency types are being included in this evaluation:

1. K-12 schools
2. Post secondary schools
3. Vocational Rehabilitation
4. MESC
5. CETA
6. Libraries

We are pleased you have agreed to participate in this evaluation which is designed to improve the information you receive. Thank you for your support and assistance.

Yours sincerely,

Harvey Ollis

Harvey Ollis
Executive Coordinator
MOICC

MOICC Participating Agencies

Michigan Department of Labor | Michigan Department of Education | Michigan Employment Security Commission

Instructional
Development
and
Evaluation
Associates Inc.

ERIC M. GORDON, Ph.D., Director
3811 W. Twelve Mile Road • Berkley, Michigan 48072 • (313) 541-1680

October, 1979

Dear School Site Representative,

Thank you for agreeing to participate in the statewide evaluation of the Michigan Occupational Information System (MOIS). Your cooperation is greatly appreciated.

As was discussed in our phone conversation, you are responsible for the distribution and collection of the enclosed surveys:

1. site surveys
2. staff surveys
3. student surveys

Please complete the site survey yourself. Then, have the staff surveys completed by your staff members (yourself included) who assist students with MOIS. The student surveys maybe completed either in a classroom setting or on a one to one basis. We would like only the enclosed 15 student surveys returned. Please select students to complete the survey on a random basis in order that we might obtain a truer picture of the career information needs of students at your school. Instructions for administering the student survey are enclosed.

After the site, staff and student surveys have been completed, please return them in the enclosed return addressed stamped envelope. We would appreciate their return by no later than November 9, 1979.

If you have any questions, please feel free to call us at (313) 541-1680. Thank you very much for your help:

Sincerely,

Eric M. Gordon

Eric M. Gordon

EMG/jn

Instructions for Administering the Student Survey

1. Read through with the student(s) the information contained in the box on the cover page of the Student Survey.

2. Explain that there are four parts to the survey. Have the student follow through with you as you describe the four parts.

   Part I: Includes two items describing those students responding.

   Part II: Relates to the MOIS Structured Search (Interest Inventory). The first section of Part II should be completed by everyone. The rest of Part II should be completed only by those who have used the MOIS Structured Search.

   Part III: Lists several career information items. The student(s) is to answer two questions for each item. 1) How important is this information to them in making a career decision; and 2) How well does MOIS provide this information? Note that for this second question there is a response option of "Did not use MOIS". Students who did not use MOIS to find this information should mark this option.

   Sections A, B, C and D on Part III (on the yellow pages) need to be completed by those students who are (or were) interested in an occupation that required education or training beyond high school; those who have sought information about a post secondary school; and those who are (or were) considering entering the military for job training.

   Part IV: Found on the last blue page - includes three questions. Two questions ask them to rate MOIS on an overall basis.

Instructions for Administering the Student Survey

1. Read through with the student(s) the information contained in the box on the cover page of the Student Survey.

2. Explain that there are four parts to the survey. Have the student follow through with you as you describe the four parts.

   Part I: Includes two items describing those students responding.

   Part II: Relates to the MOIS Structured Search (Interest Inventory). The first section of Part II should be completed by everyone. The rest of Part II should be completed only by those who have used the MOIS Structured Search.

   Part III: Lists several career information items. The student(s) is to answer two questions for each item. 1) How important is this information to them in making a career decision, and 2) How well does MOIS provide this information? Note that for this second question there is a response option of "Did not use MOIS". Students who did not use MOIS to find this information should mark this option.

   Part IV: Found on the last blue page includes three questions. Two questions ask them to rate MOIS on an overall basis.

APPENDIX E

Score Ranges Used in Breakdown for Discriminate Analysis

Score Ranges Used in Breakdown for Discriminate Analysis

Agency	Upper 25% Range	Lower 25% Range
Post Secondary	6.5 - 4.67	3.0 - 2.0
Library	10.00 - 8.00	3.67 - 0.75
Vocational Rehabilitation	7.67 - 6.00	5.6 - 4.25
MESC	8.00 - 6.00	4.0 - 2.0
K-12	10.00 - 5.25	3.5 - .5

APPENDIX F

List of Other Career Information Sources Available at Sites

SRA - Work Kit	7
Books on Career Awareness	9
Career Resource Center with a wide variety of materials and activities.	4
Many Career Books - Many career and audio visual materials.	8
SRA - Research Careers - Resource people and places.	2
Field Trips - Guests	1
Speakers Coming into School	1
Counselor	2
Miscellaneous Books, Periodicals, Career Reference Sources and Military Publications	3
Chronical Guidance	11
Community Guide	1
Desk Top Career Kit	2
Encyclopedia of Careers	10
Career Filmstrip Sets	9
Library Books	4
Career World Magazine	1
Michigan Labor Market Review	1
Individual Texts	2
Career Cluster File	2
McKnight - CIS	2
Career Packets	1
Chamber of Commerce	1
Microfiche Job Information Files	1
Job Placement Office	1

SDS	1
Michigan Job Scene	1
College/University Catalogues	2

APPENDIX G

Importance of Career Information Needs of Clients
Client Responses

APPENDIX G

Importance Ratings for Each of the General Career Information Needs: Clients

Needs	Students	Post Sec. Schools	Voc. Rehab.	MESC	Library
1. Purpose of the job.	2.1	1.9	2.1	2.1	2.0
2. Product(s) made or services provided by the job.	2.4	2.3	2.7	2.4	2.8
3. Major duties involved.	1.8	1.6	1.9	1.9	1.9
4. Specializations within an occupation (e.g. a doctor may specialize in surgery).	2.2	2.1	2.5	2.3	2.0
5. Machines, tools, equipment and work aids used on the job.	2.3	2.3	2.4	2.5	2.4
6. Physical working conditions.	2.1	2.1	1.7	2.1	1.9
7. Working hours and schedules (including overtime, seasonality, and travel).	2.1	2.0	2.2	2.6	2.0
8. Costs for tools, equipment, and supplies the worker must furnish.	2.6	2.8	3.0	3.0	2.7
9. Dress requirements.	2.9	3.0	2.6	3.1	3.6
10. Union or association membership requirements.	2.7	2.9	3.1	3.1	3.7
11. Licensing, certification requirements.	2.5	2.3	2.3	2.4	2.2
12. Special requirements such as citizenship, language, etc.	1.9	1.8	1.8	2.0	1.8
13. Personal interests a worker should have (e.g. like to work with things or people).	2.0	1.8	1.9	2.1	1.9
14. Aptitudes or abilities a worker should have (e.g. be able to speak and write well).	2.1	2.1	2.5	2.6	2.0
15. Temperaments a worker should have (e.g. be able to work in a stressful job).	1.9	1.9	1.9	2.4	2.0
16. Physical strengths required (e.g. be able to lift 50 lbs.).	2.0	1.8	1.9	2.2	1.6
17. Physical capabilities required (e.g. be able to balance well).	2.5	2.3	2.2	2.5	2.1
18. Safety hazards of the job.	2.0	1.9	1.9	2.3	1.9
19. Job skills required.	2.1	1.9	2.0	2.2	2.0
20. Job skill standards required (e.g. be able to type 60 words per minute).	2.3	2.4	3.0	2.6	2.5

Needs	Students	Post Sec. Schools	Voc. Rehab.	MESC	Library
21. Other careers that are similar to a given career.	3.1	3.0	3.8	3.1	3.2
22. Job earnings for local area (beginning earnings, average earnings, and ranges).	3.3	3.4	3.6	3.3	3.7
23. Job earnings for Michigan (beginning earnings, average earnings, and ranges).	3.0	3.3	3.7	3.3	3.2
24. Job earnings on a national level (beginning earnings, average earnings, and ranges).	1.6	1.5	1.6	1.8	1.9
25. Fringe benefits available (including retirement, insurance, sick leave, vacations, etc.).	1.8	2.1	3.0	2.4	2.3
26. Promotion/advancement possibilities.	1.9	1.7	2.0	1.9	2.0
27. Average length of time it takes to get a promotion.	2.0	1.9	1.9	2.3	2.2
28. Outlook for job availability for local area.	2.4	2.3	2.5	2.6	2.2
29. Outlook for job availability for Michigan.	2.5	2.5	2.7	2.9	2.2
30. Outlook for job availability for the nation.	2.1	1.9	2.0	2.2	1.7
31. The number or percent of male and female employees.	2.2	1.9	2.4	2.4	1.9
32. The number or percent of minority employees.	2.4	2.0	2.4	2.4	2.2
33. The average age of the employees.	2.4	2.2	2.0	2.6	1.7
34. Education and training required for the job.	2.5	2.2	2.2	2.4	2.0
35. High school courses useful to prepare for the job.	2.5	2.3	2.6	2.3	2.5
36. How to enter an occupation.	1.9	1.7	1.6	2.0	1.7
37. On the job training available.	2.3	1.9	2.2	2.1	2.1
38. Subsidized training available.	2.2	1.9	2.1	2.1	1.8
39. Prior work experience needed for a job.	2.1	1.9	1.8	2.1	1.6
40. Where to write to find more information about a job.	2.0	1.7	1.9	2.2	1.3
41. Opportunities available to observe or "job shadow".	2.1	2.2	2.5	2.4	1.8
42. Opportunities available for summer work and/or part-time work.	2.2	2.1	2.9	2.4	2.1
43. Opportunities available for a work study or co-op employment.	2.3	2.2	2.9	2.4	2.0
44. Availability of current job openings for local area.	2.9	2.8	3.2	2.9	2.8

APPENDIX H

Importance of Non-General Career Information Needs of Clients
Client Responses

APPENDIX H

Importance of Non-General Career Information Needs of Clients: Client Responses

	High School	Post Sec. Schools	Voc. Rehab.	MESC	Library
POST SECONDARY PROGRAMS (Information about Educational Programs)					
1. Where in Michigan a program is offered.	1.9	1.8	1.9	1.9	1.8
2. Where in the nation a program is offered.	2.2	2.5	2.9	2.6	2.7
3. How long does it take to complete a program.	1.9	1.6	2.0	1.8	2.4
4. Skills learned from the program.	1.7	1.8	2.0	1.8	1.8
5. Cost of the program.	1.9	1.8	2.4	1.9	2.7
POST SECONDARY SCHOOLS (Information about schools)					
1. Admission requirements.	1.8	1.6	2.3	1.8	2.7
2. Where to apply.	1.9	1.9	2.2	1.7	2.5
3. When to apply.	2.0	1.9	2.2	1.7	3.0
4. Courses required.	1.8	1.5	2.5	1.9	2.5
5. Current tuition rates.	1.9	1.8	2.5	1.7	2.5
6. Financial aid available for post secondary schooling.	2.0	2.1	2.0	1.8	2.0
7. Housing opportunities.	2.4	2.6	2.9	2.6	2.5
8. Size of the school.	2.7	2.8	3.3	3.0	2.5
9. Current percent of minority students enrolled.	3.2	3.7	3.2	4.0	3.0
10. Where to write for more information about a school.	2.1	2.0	3.0	2.1	2.7
APPRENTICESHIP PROGRAMS					
1. The availability of occupational training through an apprenticeship program.	2.2	1.9	2.2	1.9	2.5
2. Where apprenticeship programs are located.	2.3	2.1	1.9	2.1	3.0
3. Requirements for entry in an apprenticeship program.	2.2	1.9	2.1	2.1	2.5
4. How to get into an apprenticeship program.	2.3	2.1	2.5	1.9	2.5

	High School	Post. Sec.	Voc Rehab	MESC	Library
5. When to apply for an apprenticeship program.	2.4	1.9	2.9	2.4	4.0
6. How long it takes to complete an apprenticeship program.	2.3	1.8	2.6	2.4	2.5
7. Where to write for more information about an apprenticeship program.	2.4	2.3	2.7	2.5	2.5
MILITARY PROGRAMS					
1. What civilian job does a military experience qualify one for.	2.3	2.0	2.8	3.5	3.0
2. Does the military offer training for a particular job.	2.1	2.0	3.2	3.5	4.0
3. What job skills can be learned from a military training program.	2.3	2.1	3.0	3.5	2.0
4. Where on the civilian career ladder a person could be after one term in the military service.	2.4	2.3	3.2	3.0	2.0
5. Earnings received from the military for career positions.	2.3	2.5	3.2	3.5	3.0

* The lower the average, the greater the need (1.0 indicates greatest need).